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ABSTRACT

In the last of a series of three publications for improving assessment of student achievement in home economics courses, modules of learning objectives and related test items are provided to help teachers develop more valid and reliable measurement materials and assessment procedures. The samples are geared to state-approved courses of study. The measurement of student achievement in cognitive and psychomotor domains is meant to be ongoing with instruction to determine achievement of behavior objectives. At each level, modules of home economic subjects and test items concern: (1) human development; (2) housing, furnishing and equipment; (3) food and nutrition; and (4) clothing and textiles. The four modules each cover buysmanship, health and safety, relationships and management. Learning and behavior outcomes are presented with suggested learning experiences and measurement procedures. Test items include multiple choice, essay topics or checklists. There are usually two and up to six behavioral objectives within each module. (CM)

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Home Economics sample test items

levels III, IV, and V

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LEVELS I II III IV V

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Bureau of Elementary and Secondary Educational Test Development
Bureau of Home Economics and Industrial Arts Education
Albany, New York 12234

HOME ECONOMICS

Sample Test Items

Levels III, IV, and V

The University of the State of New York
The State Education Department
Bureau of Home Economics and Industrial Arts Education
Bureau of Elementary and Secondary Educational Test Development
Albany, New York 12234
August 1981

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FOREWORD

The measurement of student achievement in both the cognitive and psychomotor domains should be an ongoing process throughout each module of instruction in all home economics education courses. Continuous measurement helps both the teacher and the student determine the extent to which behaviors described in the modules have been achieved.

This publication, "Home Economics Sample Test Items for Levels III, IV, and V," is the last in a series of three publications for improving assessment of student achievement in home economics education courses. The first is "Measuring Student Achievement in Home Economics," and the second "Home Economics Sample Test Items for Levels I and II." All are geared to State-approved courses of study. The intent of this publication is to provide models of objectives and related test items using sample modules for Levels III, IV, and V. We hope that after studying the models, teachers will be able to develop more valid and reliable measurement materials and assessment procedures, and that they will carry on continuous assessment.

This publication was prepared jointly by the Bureau of Home Economics and Industrial Arts Education and the Bureau of Elementary and Secondary Educational Test Development. We would like to express our appreciation to the following teachers who served on the test item committee: Agnita Angermeier, Rochester; Margaret Charters, Syracuse; Ida Dimaggio, Tonawanda; Mary Carmen Earle, Potsdam; Joan Gaspard, Newburgh; Carol Kemner, Cheektowaga; Joanne McElwain, Fort Covington; Carolee Nadel, Hewlett; Joan Sharkey, New Hyde Park; Jean Taylor, Fonda; Jean Williams, Oyster Bay; and Lois Wright, Worcester.

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HOME ECONOMICS

Sample Test Items

Levels III, IV, and V

HUMAN DEVELOPMENT

BUYMANSHIP
Level III: 4 hours

Module: MONEY DOESN'T GROW ON TREES

Learning Outcome: Be aware of the benefits from financial planning.

Behavioral Outcomes:

1. Examines the advantages of financial planning.
2. Identifies the major elements of a personal financial plan.
3. Develops a personal financial plan.

Suggested Learning Experiences:

- Read about and discuss the advantages of financial planning. (1)
- List own expenditures for the previous week. Evaluate own satisfaction with money use. (1)
- Define the terms "short-term goal" and "long-term goal" as used in personal financial planning. (2)
- Compile a list of the major elements of a personal financial plan. (2)
- Develop a set of personal short-term and long-term financial goals. Prepare a personal financial plan to reflect these goals. (2, 3)
- FHA experience: prepare a bulletin board illustrating the elements of personal financial plans. (2)

Suggested Measurement of Student Progress:

- List the advantages of financial planning. (1)
- Given specific financial situations, develop a financial plan to fit each situation. (2, 3)
- Write an essay describing own financial goals and how to best achieve them. (3)

Related Module Titles:

To Own or Rent
Shop Wisely for Family Clothes

Money Doesn't Grow on Trees

Behavioral Objectives	Sample Test Items
1. Based on class discussion, the student will be able to list, with 100% accuracy, seven advantages of financial planning. (B.O.1)	1. List seven of the advantages of financial planning that were discussed in class.
2. When given a record of a teenager's income and expenditures for one month and a set of the teenager's financial goals, the student will be able to indicate, with at least 90% accuracy, six ways in which the teenager's spending patterns could be changed to meet the goals. (B.O.1, 2)	2. A one-month record of a teenager's income and expenditures has been provided. Indicate six ways in which the spending patterns could be changed in order to meet the teenager's financial goals listed below. Sample List of a Teenager's Financial Goals a. Buy one record each month b. Save $25 for Christmas gifts c. Give 50¢ per week to charity d. Keep $10 in a savings account e. Pay for own lunches at school f. Go to the movies twice a month
3. Based on class discussion, the student will be able to develop an individual personal finance plan and obtain a rating of at least 80% on a checklist developed in class. (B.O.3)	3. Develop a personal finance plan. Include all of the procedures discussed in class. Your personal finance plan will be rated by the checklist developed in class. Sample Checklist* Procedure Performed: Yes / No a. Income listed ___ ___ b. Fixed expenses listed ___ ___ c. Flexible expenses listed ___ ___ d. Savings listed ___ ___ e. Total income listed is higher than expenses ___ ___ *The checklist used will depend upon the individual teaching situation.

Module: FOOD AND THE EARLY SCHOOL-AGE CHILD

Learning Outcome: Assist young children in building good nutritional habits and positive attitudes toward eating.

Behavioral Outcomes:

1. Identifies various food intake patterns of children.
2. Plans nutritionally sound "meals" that could be prepared by the young school-age child.

Suggested Learning Experiences:

- Read about various food intake patterns (taste, quantity, form) of the school-age child. (1)
- Observe young school-age children in an elementary school cafeteria and keep a record of the food intake of two of them. (1)
- Develop skits or short "commercials" emphasizing good nutrition that could be shown in elementary schools on closed-circuit television or presented live to a class. (2)
- Discuss the value of school lunch requirements for elementary schools. (2)
- Select a variety of simple, nutritionally sound snack foods for a kindergarten or Head Start class. Take these foods to the class and allow the children to prepare their own snacks from them. (2)
- FHA experience: assist a first grade teacher in preparing a simple breakfast with his/her class. (2)

Suggested Measurement of Student Progress:

- Make posters emphasizing good nutrition to be displayed in elementary school classrooms, halls, and cafeteria. (1)
- Multiple choice test about food intake patterns of school-age children and their nutritional adequacy. (1)
- List simple, nutritionally sound snack foods that a 4- or 5-year-old child could prepare. (2)
- Plan a nutritionally sound breakfast that could be prepared by a 6-year-old child. (2)

Related Module Title:

Survival in the Kitchen

Food and the Early School-Age Child

Behavioral Objectives	Sample Test Items
1. When shown five pictures of children eating a variety of foods, the student will be able to identify, with at least 80% accuracy, the intake patterns shown in each picture. (B.O.1)	1. You will be shown five pictures of children eating a variety of food. Using the chart below, indicate the food intake pattern for each picture shown.
2. Based on class research about meal planning, the student will be able to plan one nutritionally sound breakfast which could be prepared by a 6-year-old child and receive a score of 100% on a checklist developed in class. (B.O.2)	2. Plan a nutritionally sound breakfast that could be prepared by a 6-year-old child in a short time span. Your work will be rated by the checklist developed in class.

Food Intake Pattern

	a	b	c	d	e
Picture	____	____	____	____	____
Type of Food	____	____	____	____	____
Main Type of Nutrient	____	____	____	____	____
Color	____	____	____	____	____
Form of Food	____	____	____	____	____
Size of Serving	____	____	____	____	____
Taste	____	____	____	____	____

Sample Checklist*

	Procedure Performed Yes	No
a. Foods from each of the Basic Food Groups were included in the menu	___	___
b. Each food could be safely prepared by a 6-year-old	___	___
c. All foods could be prepared within a short time span	___	___
d. Attractive color combinations of foods were used	___	___
e. Foods of different size and shape were used	___	___
f. Foods of different texture and flavor were used	___	___

*The checklist used will depend upon the individual teaching situation.

Module: YOUR FAMILY - "THE MOST"

Learning Outcome: Analyze responsibilities of parents and other adults in a child's world from a child's birth to his/her adulthood.

Behavioral Outcomes:

1. Describes the roles of families in our society.
2. Identifies ways in which family patterns differ.
3. Identifies the needs of teenagers and examines the influence of the family on them.

Suggested Learning Experiences:

- Develop a realistic diagram of your own family and identify areas where a change in attitudes might alter relationships. (2,3)
- Develop a chart of the families on several television shows and categorize them according to family size, composition, and socioeconomic level. Discuss whether the basic interpersonal structure is autocratic, democratic, permissive, or a combination. Examine the chart and draw inferences as to the effect of these factors on the personality of each family member. (2,3)
- Invite a speaker from a social service agency to discuss the most common problems of adolescents. (3)
- Make posters portraying the social, physical, and emotional needs of ninth graders. (3)
- Discuss the question "Is there really a perfect family?" (1,2,3)
- FHA experience: investigate agencies in the community that provide help to families and determine how teenager volunteers may be of service. (1,2)

Suggested Measurement of Student Progress:

- Write a paragraph describing the major roles that families play in our society. (1)
- Identify family patterns seen on popular television shows. (2)
- Evaluate the posters made in class to determine if they reveal the true needs of teenagers. (3)

Related Module Titles:

Dating Daze
A Teenager's Adapting to a One-Parent Family

Your Family - "The Most"

Behavioral Objectives	Sample Test Items
1. Based upon class discussion, the student will be able to list three functions of the family in modern society. (B.O.1)	1. List three functions of the family in modern society.
2. After studying the authoritarian, permissive, and democratic family patterns, the student will be able to identify, with 100% accuracy, the type of family pattern that is represented in four assigned TV programs. (B.O.2)	2. View each of the four TV programs listed below. Then indicate whether the family pattern seen in each program is authoritarian, permissive, or democratic. (The list of programs will depend upon teacher preference.)
3. Based upon class discussion of the family, the student will be able to list five ways in which parents can aid in the emotional development of a teenager. (B.O.3)	3. List five ways in which parents can aid in the emotional development of a teenager.

Module: DATING DAZE

Learning Outcome: Assess types of relationships, factors which contribute to them, and benefits or harm that can result from them.

Behavioral Outcomes:

1. Examines dating customs of our culture and explores reasons for changes taking place.
2. Identifies dating practices of various cultures.

Suggested Learning Experiences:

- Utilize buzz sessions to describe dating customs in the U.S. at large and in the local community. Discuss individual points of view about them. (1)
- Research our culture's dating customs at the turn of the century. Compare them with today's customs. (1)
- List current taboos in dating and discuss their personal implications. (1)
- Invite parents to discuss their opinions, and reasons for them, about current dating customs. (1)
- Research the dating customs of two other cultures. Report orally to the class. (2)
- Invite foreign exchange students to present a panel discussion about their cultures' dating customs. (2)
- FHA experience: plan a parent-student seminar to express viewpoints on current dating customs. (2)

Suggested Measurement of Student Progress:

- Carry out small-group role plays showing parent-student interaction in regard to dating customs. (1)
- Write an essay comparing dating customs of our culture with those of two other cultures. (1, 2)
- Analyze reasons why dating is an integral part of some societies and describe how it may be beneficial or may be harmful. (2)

Related Module Title:

Your Family - "The Most"

Dating Daze

Behavioral Objectives	Sample Test Items
1. After interviewing two older people (50-70 yrs. old), two middle-age people (35-45 yrs. old) and two teenagers, the student will be able to list four changes that have occurred in teenage dating practices and give one reason for each change, based on class discussion. (B.O.1)	1. Using the chart shown below, interview two people in each age category and list the dating customs which prevailed when they were fifteen years of age. Then list four changes that have occurred in dating practices and give one reason for each change.
2. Based on class research, the student will be able to describe and give a rationale for four dating practices of cultures different from the student's culture. (B.O.2)	2. Briefly describe and give a rationale for four dating practices of cultures other than your own which were discussed in class.

Dating Customs at Age 15

As told by a 50-70-year-old	As told by a 35-45-year-old	As told by a 15-year-old

1. _____
2. _____
3. _____
4. _____

Module: A TEENAGER'S ADAPTING TO A ONE-PARENT FAMILY

Learning Outcome: Assess types of relationships, factors which contribute to them, and benefits or harm that can result from them.

Behavioral Outcomes:

1. Identifies the social and emotional problems that teenagers may experience in a one-parent family.
2. Describes the distribution of responsibilities for a teenager in a two-parent family as well as in a one-parent family.
3. Determines methods of correcting or compensating for specific problems which a teenager may encounter in a one-parent family.

Suggested Learning Experiences:

- Read about the ways in which death, separation, and divorce in a family may affect teenagers in such matters as social and emotional adjustment and changes in roles and responsibilities. (1, 2)
- Prepare a skit based on a specific hypothetical situation presenting the changes in a teenager's responsibility as he or she assumes a new role in a one-parent family. (2)
- Prepare a list of potential problems which a teenager may encounter in a one-parent family. Select one problem and role-play a variety of solutions to that problem. (3)
- FHA experience: conduct a panel discussion on the problems which teenagers may have in adjusting to a one-parent family. Panelists may include a clergyman, a psychologist, a guidance counselor, and parents and teenagers from one-parent families. (1, 2, 3)

Suggested Measurement of Student Progress:

- From a list of case studies of one-parent families, select one and prepare a written analysis. Identify the problems and suggest solutions based on readings and class discussion. (1, 2, 3)

Related Module Title:

Your Family - "The Most"

A Teenager's Adapting to a One-Parent Family

Behavioral Objectives	Sample Test Items
1. Based on class discussion, the student will be able to list, with 100% accuracy, five social problems which may occur in a one-parent family. (B.O.1)	1. List five social problems which may occur in a one-parent family.
2. Based on class discussion, the student will be able to list, with 100% accuracy, five emotional problems which may occur in a one-parent family. (B.O.1)	2. List five emotional problems which may occur in a one-parent family.
3. Based on class discussion, the student will be able to describe briefly, with 100% accuracy, five responsibilities that a teenager may have in a one-parent family that probably would not be present in a two-parent family. (B.O.2)	3. Briefly describe five responsibilities that a teenager may have in a one-parent family that probably would not be present in a two-parent family.
4. Based on class discussion, the student will be able to describe briefly, with 100% accuracy, five responsibilities that a teenager may have in a two-parent family that probably would not be present in a one-parent family. (B.O.2)	4. Briefly describe five responsibilities that a teenager may have in a two-parent family that probably would not be present in a one-parent family.
5. Based on class discussion, when given three specific problems which a teenager in a one-parent family may encounter, the student will be able to describe briefly, with 100% accuracy, one method of correcting each of the three problems. (B.O.3)	5. Three problems which may occur for a teenager in a one-parent family are given below. Briefly describe one method of correcting each of the three problems. (The problems listed will depend upon teacher preference.)

Module: HOW TO DISCIPLINE A YOUNG CHILD

Learning Outcome: Assess types of relationships, factors which contribute to them and benefits or harm that can result from them.

Behavioral Outcomes:

1. Distinguishes between discipline and punishment in handling a toddler or pre-school-age child.
2. Examines the effects of different methods of discipline on the development of a young child.

Suggested Learning Experiences:

- View a film on parent/child or teacher/child interaction and discuss the methods of discipline used. (1, 2)
- Visit a nursery school or kindergarten to observe teacher/child interaction. (1, 2)
- Role-play situations illustrating good and poor methods of discipline. (1)
- Prepare a case study of a child of a close acquaintance. Describe and evaluate the methods of discipline used by the child's parents. (1, 2)
- Invite several mothers to discuss methods of discipline that they have found effective. (1, 2)
- Relate known incidents of childhood experiences which illustrate discipline and punishment. (1, 2)
- FHA experience: volunteer to help at a local day-care center. Observe and list specific situations in which discipline was needed. Note how each situation was handled and how well the method of discipline worked. (1)

Suggested Measurement of Student Progress:

- Define differences between discipline and punishment and give examples of each. (1)
- Analyze a case study in terms of the methods of discipline used and their possible effects on the child's development. Compare the methods used with other methods that could have been used. (1, 2)

Related Module Title:

Your Family - "The Most"

Human Development - Relationships
Level III - 3½ hours

How to Discipline a Young Child

Behavioral Objectives

1. Based on class discussion, the student will be able to define, with 100% accuracy, the main differences between discipline and punishment. (B.O.1)

2. When given the three elements of good discipline, the student will be able to describe correctly, based on class discussion, how each of the three types of authority figures would use each element of discipline, and the probable effect of each on the development of a young child. (B.O.2)

Sample Test Items

1. Describe the main differences between discipline and punishment that were discussed in class.

2. Briefly state how each type of authority figure would administer each of the three important elements of good discipline: (1) education, (2) reward, and (3) punishment. Also state the probable effect of each on the development of a young child.

   a. Authoritarian
      - Education_____
      - Reward_____
      - Punishment_____

   b. Democratic
      - Education_____
      - Reward_____
      - Punishment_____

   c. Permissive
      - Education_____
      - Reward_____
      - Punishment_____

HOUSING, FURNISHINGS, AND EQUIPMENT

MANAGEMENT
Level III: 8 hours

Module: YOUR ROOM - COLOR IT "YOU"

Learning Outcome: Understand principles of design as they apply to the home.

Behavioral Outcomes:

1. Identifies the basic principles of design and color.
2. Applies the basic principles of design and color to a room in a home.

Suggested Learning Experiences:

- Review color wheel, color, and design terms. (1)
- Assemble a collection of materials to illustrate the use of color in interior decorating to alter size and shape; create mood and atmosphere; reflect or subdue light; and demonstrate the principles of balance, proportion, rhythm, emphasis, and harmony. (2)
- Take field trips to the interior decorating department of a local furniture store, a paint and wallpaper store, and a model home. Discuss application of principles of color and design. (2)
- Plan a room in terms of size, shape, exposure, use, and mood to be achieved. Collect samples of all the colors to be used and tell where and how each will be used to create the mood desired. Discuss the plan with the class. (2)
- FHA experience: develop a project to make the home economics department or a room at home more attractive by the addition of colorful decorative accessories. (2)

Suggested Measurement of Student Progress:

- Rate adequacy of collection of materials to illustrate principles of design and color. (1)
- Illustrate how altering the color scheme alters the mood of a room. (2)
- Test on knowledge of principles of design and color, including terminology. (1, 2)

Related Module Titles:

Decorative House Plants
Window Treatments

Your Room--Color It "You"

Behavioral Objectives	Sample Test Items
1. When given a list of five principles of design, the student will be able to define correctly at least four of the principles of design. (B.O.1)	1. Define each of the following principles of design. a. proportion b. balance c. rhythm d. emphasis e. harmony
2. When given seven multiple-choice questions about the principles of color, the student will be able to choose the correct answer to at least five questions, based on the information discussed in class. (B.O.1)	2. For each question, select the best answer and write the number of that answer on the line at the left of the question. ___a. Which are three primary colors? 1 pink, white, orange 2 red, white, blue 3 violet, yellow, orange 4 red, yellow, blue ___b. Which is a secondary color? 1 green 2 yellow 3 brown 4 gray ___c. The lightness or darkness of a color refers to the color's 1 strength 2 value 3 intensity 4 chroma ___d. When added to a hue, which color would turn the hue into a tint? 1 gray 2 black 3 white 4 brown ___e. Which is a warm color? 1 yellow 2 green 3 blue 4 black ___f. Which two colors would form a neutral color scheme? 1 red and pink 2 beige and white 3 green and gold 4 yellow and yellow-orange ___g. Which wall color would be most likely to make a room appear larger than it really is? 1 red 2 white 3 brown 4 green

Behavioral Objectives	Sample Test Items
3. When shown pictures of five different rooms, the student will be able to describe briefly, with at least 80% accuracy, how one principle of color and one principle of design were used in each room. (B.O.2)	3. On the bulletin board you will see five different rooms labeled A, B, C, D, and E. For each room, briefly describe how one principle of color and one principle of design were used.

Module: TO OWN OR RENT

Learning Outcome: Weigh the advantages and disadvantages of different types of housing.

Behavioral Outcomes:

1. Determines social and economic advantages and disadvantages of home ownership.
2. Determines social and economic advantages and disadvantages of home or apartment rental.
3. Compares desirability of home or apartment rental vs. home ownership.

Suggested Learning Experiences:

- Read and discuss magazine articles about the relative advantages and disadvantages of home or apartment rental vs. home ownership. (1, 2, 3)
- Invite a resource person such as a real estate agent to discuss selecting and financing a home. (1, 2)
- Read classified columns of various newspapers to compare the costs of buying vs. renting houses of equal size. (1, 3)
- Select one home and one apartment house from classified section of newspaper. Check their locations to see if they are accessible to transportation, schools, shopping, religious center. Compare neighborhoods. (1, 2, 3)
- FHA experience: interview young homeowners and young couples who rent, and tabulate their reasons for their selected living pattern. (3)

Suggested Measurement of Student Progress:

- List the advantages and disadvantages of buying a house. (1, 2, 3)
- Debate: "Pros and Cons of Home Ownership" (1, 2, 3)

Related Module Title:

Money Doesn't Grow on Trees

To Own or Rent

Behavioral Objectives	Sample Test Items
1. The student will be able to list three social and three economic advantages of owning a home that were discussed in class. (B.O.1)	1. List three social and three economic advantages of owning a home.
2. The student will be able to list three of the disadvantages of owning a home that were discussed in class. (B.O.1)	2. List three disadvantages of owning a home.
3. Based on class discussion, when given a case study about people who are presently renting an apartment, the student will be able to state three advantages and three disadvantages of renting an apartment for people in the case study. (B.O.2)	3. Joe and Don are working in the city. Either one or both would move if offered better jobs. Presently they share an apartment in a singles' apartment complex near the cultural center of the city. List three advantages and three disadvantages of renting an apartment for Joe and Don.
4. Based on class discussion, when given three different family situations, the student will be able to decide whether each family should rent or buy a house and then give two reasons for each answer. (B.O.3)	4. Three brief descriptions of different family situations are given below. For each case, indicate whether the family should rent or buy a house and then give two reasons for each decision. a. A family has a steady income, job security, a good credit rating, and is in a high income tax bracket. b. A family moves often because the parents are moving up the corporate ladder. The family is transferred every two years. Income goes up with each move. c. The adults in this family are planning to retire in three years. Their children are grown and out on their own. Their income is high now, but will drop when they retire.

HOUSING, FURNISHINGS, AND EQUIPMENT — BUYMANSHIP
Level III: 6 hours

Module: WINDOW TREATMENTS

Learning Outcome: Compare alternative items available to equip, furnish, and decorate homes.

Behavioral Outcomes:

1. Selects window treatments suited to the basic architecture of the window.
2. Selects window treatments to provide adequate light, air, and privacy.
3. Selects window treatments to achieve desired practical and aesthetic effects within various budgets.

Suggested Learning Experiences:

- Research literature to learn to identify different types and styles of windows that appear in dwelling units. Make a bulletin board showing the variety. (1)
- View the filmstrip "Window Treatments," available from Sears or Kirsch. Investigate probable costs of each treatment. (1, 2, 3)
- Display small-scale samples of basic window treatments and analyze some of the popular window treatments used in homes today as to function, care, and cost. (1, 2, 3)
- Collect pictures of attractive home window treatments from magazines. Mount on posters or in a scrapbook, together with brief notations on functionalism. (1, 2, 3)
- Invite an interior decorator to visit the class to show various window treatments and to discuss their probable costs. (3)
- Invite cooperative extension agent to present alternative window treatments which help conserve energy while being aesthetic. (3)
- Visit drapery shops to inspect fabrics and materials and to learn about workmanship procedures for custom-made draperies and for ready-made draperies. Compare qualities and costs. (1, 2)
- FHA experience: prepare window treatments for dollhouses at local nursery schools. (3)

Suggested Measurement of Student Progress:

- Describe, sketch, and label three types of window treatments used in the home. (1)
- Given a specific type of window, determine two appropriate window treatments that would conserve energy yet be aesthetic. (2, 3)

Related Module Title:

Your Room - Color It "You"

Window Treatments

Behavioral Objectives	Sample Test Items
1. When shown illustrations of ten different types of windows, the student will be able to name correctly, with at least 80% accuracy, each type of window. (B.O.1)	1. Ten illustrations of different types of windows are shown on the attached sheets of paper. In the space provided, write the name of each type of window. (The illustrations used will depend upon teacher preference.)
2. Based on class discussion, the student will be able to list, with at least 80% accuracy, five factors which would affect the choice of a window treatment. (B.O.1,3)	2. List five of the factors discussed in class that would affect the choice of a window treatment.
3. When given the names of ten types of window treatments, the student will be able to sketch, with at least 80% accuracy, each type of window treatment and give one way in which each type could be used. (B.O.2)	3. The names of ten types of window treatments are listed below. Sketch each type of window treatment and give one way in which each type could be used. (The names of the window treatment given will depend upon teacher preference.)
4. Based upon class discussion, the student will be able to name and describe, with at least 80% accuracy, five types of treatments that are used at the top of a window. (B.O.2)	4. Name and briefly describe five of the treatments discussed in class that are used at the top of a window.
5. When shown pictures of five types of windows that pose a decorating problem, the student will be able to describe, with at least 80% accuracy, one solution for each type. (B.O.3)	5. Five types of windows that pose decorating problems are shown on the attached sheets of paper. Briefly describe one solution for each type of window. (The window types shown will depend upon teacher preference.)
6. Based on class discussion, the student will be able to list, with 100% accuracy, all of the guidelines that should be followed when purchasing ready-made or custom-made curtains and draperies. (B.O.3)	6. List all of the guidelines discussed in class that should be followed when purchasing ready-made or custom-made curtains or draperies.

HOUSING, FURNISHINGS, AND EQUIPMENT

CAREER
Level III: 10 hours

Module: FURNISHINGS, EQUIPMENT, AND YOUR FUTURE

Learning Outcome: Be acquainted with occupations related to housing, furnishings, and equipment and with information about competencies required of workers, remuneration, satisfactions and disadvantages.

Behavioral Outcomes:

1. Investigates career opportunities in the area of household equipment and furnishings, and the minimum educational requirements and desirable personal traits for various careers.

2. Assesses own interests and potential for achieving success in careers related to household equipment and furnishings, in terms of educational requirements and personal traits.

Suggested Learning Experiences:

- View and discuss a film or filmstrip on careers in home furnishings and equipment. (1)

- Prepare an illustrated scrapbook of several career possibilities relating to areas of household equipment and furnishings, and record the educational preparation needed for each. (1)

- Invite an interior decorator or someone in a home equipment and furnishings occupation to share information about career opportunities and requirements. (1, 2)

- Take a field trip to a furniture manufacturer to observe individuals performing various procedures. (1, 2)

- Compile and share with class a list of library resources that supply career opportunity information of particular interest to self. (1, 2)

- FHA experience: prepare a display case or bulletin board showing career opportunities in the area of household equipment and furnishings. (1)

Suggested Measurement of Student Progress:

- Select a career of special interest in the area of household equipment and furnishings. Write an essay describing reasons why this career may be suitable for self. (1, 2)

- Rate illustrated scrapbook and compiled resource material according to predetermined scale. (1, 2)

Related Module Titles:

Cleaning Building Interiors for Profit
Careers in Clothing and Textiles

Housing, Furnishings, and
Equipment - Career
Level III - 10 hours

Furnishings, Equipment, and Your Future

Behavioral Objectives	Sample Test Items
1. When given a list of ten career opportunities in the household furnishings and equipment field, the student will be able to determine with at least 80% accuracy, the minimum education required for each career. (B.O.1)	1. Ten careers in the home furnishings and equipment field are listed in the chart below. Indicate the minimum education required for each career by placing a checkmark in the appropriate column.
2. When given a 15-point Career Awareness Chart, the student will be able to complete the chart and then list two jobs in the home furnishings and equipment field in which the student would be likely to succeed, according to the completed awareness chart. (B.O.2)	2. Complete the 15-point Career Awareness Chart given below and then review the completed chart and assess your preferences. After doing this, list two careers in the home furnishings and equipment field in which you feel you would be most likely to succeed.

Career	High School	College
a. Textile engineer	___	___
b. Window dresser	___	___
c. Decorator	___	___
d. Repair person	___	___
e. Architect	___	___
f. Cabinet maker	___	___
g. Salesperson	___	___
h. Furniture designer	___	___
i. Kitchen consultant	___	___
j. Buyer for store	___	___

Career Awareness Chart

Do I like to do things which require me to:	very little	somewhat	very much
a. work alone?	___	___	___
b. take orders from others?	___	___	___
c. meet people?	___	___	___
d. work and cooperate with others?	___	___	___
e. sell things?	___	___	___
f. express myself in writing?	___	___	___
g. plan ahead?	___	___	___
h. handle money?	___	___	___
i. be on time?	___	___	___
j. move around from place to place?	___	___	___
k. work with my hands either by operating a machine or using tools?	___	___	___
l. read and study?	___	___	___
m. care for equipment?	___	___	___
n. be creative?	___	___	___
o. be precise?	___	___	___

Two careers in the home furnishings and equipment field in which I would be most likely to succeed:

a.
b.

HOUSING, FURNISHINGS, AND EQUIPMENT — CAREER

Level III: 5 hours

Module: CLEANING BUILDING INTERIORS FOR PROFIT

Learning Outcome: Be acquainted with occupations related to housing, furnishings, and equipment and with information about competencies required of workers, remuneration, satisfactions and disadvantages.

Behavioral Outcomes:

1. Investigates job opportunities in the area of cleaning services.
2. Identifies standards for cleaning to satisfy needs of employer.

Suggested Learning Experiences:

- Invite resource speakers—professional person responsible for hiring people to clean, homemaker who hires people to clean, professional office cleaner—to explain opportunities available and standards of performance required. (1, 2)
- Take a field trip to a large motel, restaurant, or office building to observe individuals responsible for specific cleaning tasks. (1, 2)
- Discuss and implement, when possible, how to clean various items such as linens, small equipment, floors and furniture, and bathroom and large kitchen equipment. (2)
- Take turns in a revolving cleaning schedule with responsibility for specific duties similar to those required in a restaurant, motel, office, or home. (2)
- FHA experience: arrange a corridor display case to show how cleaning services are essential to commercial establishments and homes. (2)

Suggested Measurement of Student Progress:

- Make an oral report to the class on the findings of one investigated job opportunity. Include the duties, hours, salary, and fringe benefits. (1)
- Demonstrate approved cleaning methods for specific tasks in the classroom. Evaluate according to rating sheet developed for home assignment. (2)

Related Module Titles:

Furnishings, Equipment, and Your Future
Careers in Clothing and Textiles

Housing, Furnishings, and
Equipment - Career
Level III - 5 hours

Cleaning Building Interiors for Profit

Behavioral Objectives	Sample Test Items
1. The student will be able to list five job opportunities in the area of cleaning services that were discussed in class. (B.O.1)	1. List five job opportunities in the area of cleaning services that were discussed in class.
2. When shown a picture of a room, the student will be able to determine four cleaning jobs that have to be done and then list the order in which the jobs should be performed. (B.O.2)	2. A picture of a room is attached. In the space provided below, list four cleaning jobs that need to be done and then indicate the order in which the jobs should be done.
3. When given a list of four different items to be cleaned, the student will be able to describe briefly how each item should be cleaned and how each item should appear after being properly cleaned, based on class discussion. (B.O.2)	3. Four items to be cleaned are listed below. Briefly describe how each item should be cleaned and how each item should appear after being properly cleaned. (The items listed will depend upon teacher preference.)

Module: DECORATIVE HOUSE PLANTS

Learning Outcome: Consider housing effects on family and community life.

Behavioral Outcomes:

1. Identifies the effects decorative plants have on a room.
2. Distinguishes among common types of house plants.
3. Specifies the conditions required for various house plants to thrive.
4. Describes the use of house plants to achieve various desired art and atmosphere effects in a room.

Suggested Learning Experiences:

- View a slide or film presentation on decorating with house plants. (1, 2, 4)
- Visit a greenhouse or floral shop for guidance on interior designing with plants. (1, 2)
- Research and discuss the care and selection of house plants to fit various situations. (2, 3)
- Research ideas, then plan various ways to enhance a given room with house plants. (4)
- FHA experience: arrange a demonstration called, "Making a Terrarium for the Family to Enjoy." (1, 2, 3, 4)

Suggested Measurement of Student Progress:

- Problem - given a specific room, demonstrate various ways house plants can enhance it, taking into consideration principles of design and the specific environment needed for each plant. (1, 2, 3, 4)

Related Module Titles:

Your Room - Color It "You"
Buffet Entertaining

Decorative House Plants

Behavioral Objectives	Sample Test Items
1. The student will be able to list four of the decorative effects discussed in class that indoor plants can have on a room. (B.O.1)	1. List four of the decorative effects discussed in class that indoor plants can have on a room.
2. When shown four different kinds of common house plants, the student will be able to identify each plant by name. (B.O.2)	2. Four different types of indoor plants have been placed on the table in the front of the room and marked A, B, C, and D. In the appropriate space below, write the common name of each plant. A. _____ B. _____ C. _____ D. _____
3. When given a set of conditions of a room and a list of six indoor plants, the student will be able to choose the four plants that would be most likely to survive in that room. (B.O.3)	3. Mr. Johnson's office gets the afternoon sun. The temperature is usually about 70°F if the shades are pulled down in the afternoon. He leaves the shades up when he is not there on weekends. Sometimes when he is very busy he forgets to water the plants. Six plants are listed below. Select the four plants that would be most likely to survive in Mr. Johnson's office. (The selection will depend on class experience.)
4. When shown color photographs of four different rooms, the student will be able to describe, with at least 75% accuracy, the atmosphere or art effects that could be achieved by using house plants in each room. (B.O.4)	4. Color photographs of four different rooms are shown on the bulletin board. In the space provided below, briefly describe the atmosphere or art effects that could be achieved by using house plants in each room.

Module: MANAGEMENT IN PREPARING MEALS

Learning Outcome: Know resources available for meal management and understand effective use.

Behavioral Outcomes:

1. Selects menu items and identifies those which are appropriate for advance preparation.
2. Locates appropriate recipes, analyzes them, and follows directions for preparation.
3. Makes work and time schedules for meal preparation.
4. Selects correct utensils for food preparation.
5. Follows work and time schedules in preparing meals.

Suggested Learning Experiences:

- Compile a list of the most commonly used staples. Take an inventory of these staples at home. (1, 2)
- Discuss the advantages of developing and following work and time schedules in preparing meals. (3, 5)
- Check various recipe books to understand the format of each and to locate recipes in each. (4)
- Using various recipe books, compare different recipes for the same type of dish. Assess for number of ingredients and steps in preparation. (2, 3, 4, 5)
- Develop work and time schedules for a typical breakfast, lunch, and dinner for own family. Prepare one of these meals according to the schedule. (1, 2, 3, 4, 5)
- FHA experience: interview the manager of the school cafeteria to learn about food management procedures. Prepare a report for the school newspaper. (1, 2, 3, 4, 5)

Suggested Measurement of Student Progress:

- Select a main-dish recipe for a family dinner. Develop a work and time schedule for the preparation of the recipe. Prepare the recipe. (1, 2, 3, 4, 5)

Related Module Titles:

Let's Have a Cultural Lunch
Welcome to the World of Microwave Cooking
Convenience Foods: Yes and No
Survival in the Kitchen

Management in Preparing Meals

Behavioral Objectives	Sample Test Items
1. When given a dinner menu, the student will be able to list, with at least 80% accuracy, the foods which can be prepared in advance, and the order of preparation for the remaining foods. (B.O.1)	1. From the dinner menu provided, list those foods which can be prepared in advance, and then list the best order of preparation for the remaining foods. (The menu will depend upon the individual teaching situation.)
2. When given a recipe, the student will be able to list, with at least 80% accuracy, all of the utensils needed to prepare the recipe. (B.O. 2)	2. List all of the utensils that would be needed to prepare the recipe that has been given to you. (The recipe will depend upon the experience of the class.)
3. When given a menu for a meal and the cooking time of each food in the menu, the student will be able to plan a work schedule for the preparation of the meal and receive a score of at least 80% on a checklist developed in class. (B.O.3)	3. A dinner menu and the cooking time for each food in the menu is given. Using a plan sheet, plan a work schedule in logical order for this menu. Include a time schedule. (The dinner menu will vary depending on the ability and experience of the class.)

Sample Checklist*

	Yes	No
1. Food and utensils collected at work area to begin each job	___	___
2. All parts of each job included	___	___
3. All food for main course ready at same time	___	___
4. Second course properly stored while first course is eaten	___	___
5. Hot foods served hot	___	___
6. Cold foods served chilled	___	___
7. Tray or cart used for setting and clearing table	___	___
8. Pots and pans soaked after using	___	___
9. All extra food put away	___	___
10. Correct time allowed for dishwashing	___	___

*The checklist will depend upon the teaching situation and meal management philosophy.

Behavioral Objectives	Sample Test Items
4. When given a recipe and a time schedule, the student will be able to prepare the recipe, following the procedures discussed in class and receive a score of at least 80% on a checklist developed in class. (B.O. 4, 5)	4. Using the recipe for Spanish Rice and the time plan provided, prepare the dish, following the procedures discussed in class. Your performance will be rated by the checklist developed in class. (The recipe and time plan will vary depending on the ability and experience of the class.)

Sample Checklist*

	Yes	No
1. Selects correct utensils	___	___
2. Gets out all ingredients needed before starting	___	___
3. Follows each step in directions	___	___
4. Follows orders of tasks listed in time schedule	___	___
5. Completes cleanup in time allowed	___	___
6. Produces standard product	___	___
7. Keeps work surface clean and neat	___	___

*The checklist will depend upon the teaching situation and meal management philosophy.

Module: WELCOME TO THE WORLD OF MICROWAVE COOKING

Learning Outcome: Know resources available for meal management and understand effective use.

Behavioral Outcomes:

1. Defines microwaves as an energy source.
2. Uses the owner's manual to operate microwave unit safely.
3. Distinguishes differences in food products prepared in microwave units and in conventional units.
4. Lists the cooking utensils that can be used in microwave unit.
5. Prepares lunch in microwave unit using timing charts.

Suggested Learning Experiences:

- Use appliance manuals to learn to operate microwave unit safely. (1, 2)
- Invite a representative from a microwave unit manufacturer to demonstrate microwave cookery. (1, 2, 3, 4)
- List the cooking utensils that can be used in microwave unit and those that cannot. (4)
- Collect recipes suitable for microwave cooking. Compare cooking times with conventional methods. (1)
- Plan menu, work out time schedule, and prepare lunch using microwave unit. (5)
- FHA experience: use microwave unit to prepare snacks to be served to teachers at faculty meeting. (5)

Suggested Measurement of Student Progress:

- Compile highlights of manufacturer's representative's demonstration. (1, 2, 4)
- Specify safety factors in using microwave unit. (1, 2)
- List the foods most suited for preparation in a microwave unit. (3, 5)
- Evaluate luncheon food as to preparation time, taste, and color, as compared to conventional methods. (3, 5)

Related Module Titles:

Management in Preparing Meals
Convenience Foods: Yes and No
Let's Have a Cultural Lunch

Welcome to the World of Microwave Cooking

Behavioral Objectives	Sample Test Items
1. Based on class discussion, the student will be able to describe briefly how a microwave oven cooks food. (B.O.1)	1. Briefly describe how a microwave oven cooks food.
2. After studying an owner's manual, the student will be able to list, with at least 80% accuracy, twenty of the rules that should be followed when operating a microwave oven. (B.O.2)	2. List twenty of the rules that should be followed when operating a microwave oven, as given in an owner's manual.
3. When given two samples of a specific food, one baked in a conventional oven and one baked in a microwave oven, the student will be able to list at least three differences between the two samples of food that were caused by the method of baking. (B.O.3)	3. You will be given two pieces of white cake. One cake was baked in a conventional oven while the other was baked in a microwave oven. Look at each of the cakes, taste a piece of each and then describe at least three differences between the two pieces of cake that were caused by the different methods of baking.
4. When given a list of cooking utensils, the student will be able to identify, with at least 80% accuracy, the utensils which can be safely used in microwave cooking. (B.O.4)	4. Ten cooking utensils are listed below. Place an X on the line at the left of each cooking utensil that can safely be used in a microwave oven. _____a. 2-quart glass casserole _____b. Aluminum pie pan _____c. Paper plate _____d. Corelle "Living Ware" cup _____e. Corning Ware ceramic casserole _____f. Plastic food storage container _____g. Aluminum T.V. dinner tray _____h. China dishes _____i. Plastic cooking bags _____j. Ceramic pan with metal handle

Behavioral Objectives	Sample Test Items
5. When given a list of ten luncheon foods and the required microwave cooking time for each food, the student will be able to safely prepare within fifteen minutes a luncheon which includes three of the foods, and receive a score of at least 80% on a checklist developed in class. (B.O.5)	5. From the ten luncheon foods listed below, select three for a luncheon menu and then prepare and place the foods in serving dishes within 15 minutes. Your performance will be rated by the checklist developed in class.

List of Foods	Cooking Time
a. Cup of hot tomato soup (canned, water added)	3 min.
b. Cup of hot tea	3 min.
c. Cup of hot instant coffee	3 min.
d. Tender baked chicken leg	20 min.
e. Hamburger on bun - well done	2 min.
f. Hot dog on bun - hot	1 min.
g. Hot franks in sauerkraut casserole	14 min.
h. Hot baked apple - well done	6 min.
i. Casserole of wieners sliced into canned baked beans	14 min.
j. Banana chunks baked with brown sugar and butter	3 min.

Sample Checklist*

	Procedure Performed Yes	No
1. Selected a suitable luncheon menu	___	___
2. Selected foods which allowed for ample preparation time as well as cooking time	___	___
3. Food was well cooked and hot	___	___
4. Timing was well organized so that food was cooked "ready to serve" within 15 minutes	___	___
5. Microwave oven was operated safely	___	___

*The checklist will depend upon the individual teaching situation.

FOOD AND NUTRITION

MANAGEMENT
Level III: 4 hours

Module: SURVIVAL IN THE KITCHEN

Learning Outcome: Weigh alternative management procedures in planning and preparing and serving meals.

Behavioral Outcomes:

1. Analyzes own diet for food selections based on the basic food groups.

2. Plans meals applying management techniques.

Suggested Learning Experiences:

- Discuss the basic food groups. (1)

- Plan daily menus for a week using the basic food groups as a checklist. (1, 2)

- Select a low-cost recipe. Make a market list and allocate money, set a time for shopping, list the utensils needed, and prepare a time schedule for food preparation. Prepare the recipe selected. (2)

- Discuss convenience foods that could be used in planning menus. (2)

- FHA experience: prepare a bulletin board showing quick and nutritious "afternoon pick-up" snacks. Sponsor a snack-shack at a school sporting event. (2)

Suggested Measurement of Student Progress:

- Prepare a checklist for food selection based on the basic food groups. (1)

- Prepare a meal within a time schedule. (2)

- Evaluate a price comparison of selected items in two grocery stores. (2)

Related Module Titles:

Management in Preparing Meals
Convenience Foods: Yes and No

Food and Nutrition - Management
Level III - 4 hours

Survival in the Kitchen

Behavioral Objectives	Sample Test Items
1. When given the menus for five days, the student will be able to analyze each menu according to the guidelines discussed in class and determine, with 100% accuracy, whether each menu contains the daily requirements from each of the basic food groups. (B.O.1)	1. The menus for five days are given below. Analyze each menu according to the guidelines discussed in class and determine whether each menu contains the daily requirements from each of the basic food groups. (The menus provided will depend upon teacher preference.)
2. When given a list of foods on hand, the student will plan, prepare, and serve a low-cost meal applying the management techniques discussed in class and receive a score of 100% on a checklist developed in class. (B.O.2)	2. Using the list of foods provided, plan, prepare, and serve a low-cost meal. Your performance will be rated by the checklist developed in class. (The list of foods provided will depend upon teacher preference.)

Sample Checklist*

	Yes	No
a. Meal was low-cost	___	___
b. Meal contained foods from each of the basic food groups	___	___
c. All items purchased were on the market order	___	___
d. Shopping was completed within the planned time	___	___
e. All needed utensils were listed	___	___
f. Foods were prepared within the time schedule	___	___
g. Food was served according to proper service rules	___	___
h. Cleanup was efficient	___	___

*The checklist used will depend upon the individual teaching situation.

FOOD AND NUTRITION

BUYMANSHIP
Level III: 6 hours

Module: CONVENIENCE FOODS: YES AND NO

Learning Outcome: Realize food purchasing practices are influenced by trends in food preparation and marketing.

Behavioral Outcomes:

1. Examines the advantages and disadvantages of using convenience foods.
2. Identifies types of convenience foods.
3. Develops new dishes using convenience foods and evaluates them in terms of cost, preparation time, and taste.

Suggested Learning Experiences:

- Prepare a fresh vegetable of own choice. Prepare a frozen package of the same vegetable. Compare the taste, appearance, texture, cost, and the amount of space and time required to prepare them. (1)
- Visit a supermarket and list the convenience forms of several foods and their prices. Categorize the foods by type and explain the basis of the categorization. (2)
- Research the processes by which convenience foods are produced and identify the effects of these processes on the final cost of the foods. (1, 2)
- Plan and prepare a simple luncheon that includes one convenience food. Add other foods to make the luncheon more appetizing and nutritionally balanced. (3)
- FHA experience: compile and distribute a mini-cookbook of recipes featuring convenience foods. (3)

Suggested Measurement of Student Progress:

- Write a short essay telling why you would make a food from scratch or buy it as a convenience food. (1)
- Categorize prepared foods according to their types of preparation. (2)
- Suggest three ways to improve the appearance, taste, and nutritional value of a convenience food to make it more interesting to your family. (3)

Related Module Titles:

Management in Preparing Meals
Welcome to the World of Microwave Cooking
Survival in the Kitchen

Convenience Foods: Yes and No

Behavioral Objectives	Sample Test Items
1. Based on class discussion, the student will be able to list three advantages and three disadvantages of convenience foods. (B.O.1)	1. List three advantages and three disadvantages of convenience foods that were discussed in class.
2. When given five types of convenience foods, the student will be able to list, with at least 80% accuracy, three examples of each type of convenience food. (B.O.2)	2. Five types of convenience foods are listed below. In the spaces provided, write three examples of each type of convenience food. Types of Convenience Foods a. Canned foods 1_____ 2_____ 3_____ b. Frozen foods 1_____ 2_____ 3_____ c. Ready-to-serve 1_____ 2_____ 3_____ d. Ready-to-use 1_____ 2_____ 3_____ e. Packaged mixes 1_____ 2_____ 3_____
3. Based on class discussion, when given a list of three convenience foods, the student will be able to select one food and briefly describe how to make the food more nutritionally balanced and appealing. (B.O.3)	3. Three convenience foods are given below. Select one food and briefly describe how to make the food more nutritionally balanced and appealing. Convenience Foods* a. Box of macaroni and cheese dinner b. Frozen green beans c. Jar of plain spaghetti sauce *The convenience foods used will depend upon the individual teaching situation.

FOOD AND NUTRITION

LEISURE
Level III: 5 hours

Module: BUFFET ENTERTAINING

Learning Outcome: Appreciate the roles food plays in entertaining.

Behavioral Outcomes:

1. Identifies foods and dishes appropriate for buffet dining.
2. Arranges a buffet table to facilitate ease of self-service.
3. Plans and serves simple buffet meals.

Suggested Learning Experiences:

- Find and discuss recipes that can be increased to serve many people. (1)
- Locate pictures or make sketches of attractive buffet arrangements. (1, 2)
- Compare various buffet arrangements in terms of efficiency of service. (2)
- Plan a student-guest buffet to encompass one class period. (3)
- Prepare low-cost protein casseroles appropriate for buffets. (3)
- FHA experience: demonstrate buffet arrangements at a local Girl Scout meeting. (2)

Suggested Measurement of Student Progress:

- Given a mock buffet, evaluate its menu and service arrangement. (1, 2)
- Given a specific social situation, plan an appropriate buffet. (3)
- Prepare a casserole for a buffet according to class guidelines. (4)

Related Module Titles:

Let's Have a Cultural Lunch
Management in Preparing Meals

Buffet Entertaining

Behavioral Objectives	Sample Test Items
1. When given a list of twenty foods, the student will be able to determine, with at least 80% accuracy, those foods which are suitable to serve at a buffet dinner. (B.O.1)	1. Twenty foods are listed below. Place an S on the line at the left of each food that is suitable to serve at a buffet dinner. Sample List of Foods* ____a. Potato salad ____b. Charcoal broiled steaks ____c. Sliced ham ____d. Fruit-gelatin mold ____e. Baked stuffed pork chops ____f. Deviled eggs ____g. Cherries jubilee ____h. Macaroni and cheese ____i. Swedish meatballs ____j. Spaghetti and meatballs *Add other foods that are familiar to class members.
2. When given a diagram of a poorly arranged luncheon buffet, the student will be able to list, with at least 90% accuracy, all of the ways in which the buffet could be improved to provide more efficient service. (B.O.2)	2. A labeled diagram of a poorly arranged luncheon buffet is shown on a separate sheet. List all of the ways in which the buffet could be improved to provide more efficient service.
3. When given the type of occasion and the number of people to be served, the student will be able to plan a simple buffet and receive a score of at least 80% on a checklist developed in class. (B.O.3)	3. Your mother has given you permission to invite nine of your friends for a supper buffet after a football game. Prepare a menu for the supper and then draw and label a diagram showing how the buffet table should be arranged for efficient service. Your menu and diagram will be rated by the checklists developed in class. Sample Menu Checklist* Yes No a. The menu has variety in • color ___ ___ • texture ___ ___ • flavor ___ ___ • shape ___ ___ b. The menu includes • a main dish ___ ___ • a vegetable and/or salad ___ ___ • bread ___ ___ • a dessert ___ ___ • a beverage ___ ___

Behavioral Objectives	Sample Test Items
3. (continued)	3. (continued) Sample Diagram Checklist* a. Plates stacked at end of the table — Yes ___ No ___ b. Silverware placed in rows on the end of the table opposite the plates ___ ___ c. Napkins placed next to silver ___ ___ d. Serving dishes placed on the table in the order of the meal pattern served ___ ___ e. Serving silver placed on table next to each serving dish ___ ___ f. Dessert and beverage placed so that guests can easily serve themselves ___ ___ *The checklist used will depend upon the individual teaching situation.
4. When given a cookbook and a list of low-cost protein foods, the student will be able to select a casserole recipe for one of the foods and then prepare a tasty, nutritious, and attractive casserole. The student should obtain a score of at least 80% on a rating scale developed in class for the preparation of the casserole. (B.O.3)	4. Using the cookbook provided, find a casserole recipe for one of the low-cost protein foods listed below and then prepare the casserole following the recipe selected. Your performance will be rated by the rating scale developed in class. Low-cost Protein Foods a. Tuna fish b. Chicken c. Dried beans d. Cheese e. Ground beef

Sample Rating Scale for Casserole*

	poor -1-	fair -2-	good -3-	
surface	a. unevenly shaped		evenly shaped	a.
	b. dry-brittle		soft-moist	b.
	c. not uniformly baked		uniformly baked	c.
moisture content	d. dry or watery		slightly moist	d.
texture	e. coarse and crumbly		smooth	e.
tenderness	f. rubbery or tough		tender	f.
appearance	g. no color contrast	colorful and attractive		g.
nutrition	h. low		high	h.
aroma	i. over-baked odor		appealing odor	i.
flavor	j. bland flavor		distinct appealing flavor	j.

*The rating scale used will depend upon the individual teaching situation.

FOOD AND NUTRITION

LEISURE
Level III: 4 hours

Module: EATING FOR FUN

Learning Outcome: Appreciate the roles food plays in entertaining.

Behavioral Outcomes:

1. Identifies reasons for eating in restaurants.
2. Applies acceptable rules of dress and behavior in restaurants.
3. Analyzes restaurant menus for nutritional value, cost, and vocabulary terms.
4. Selects restaurants to meet specific needs.

Suggested Learning Experiences:

- List and discuss reasons for eating in restaurants. (1)
- Categorize different types of restaurants in the community and visit three different types. (1)
- Invite the manager of a local restaurant to describe the restaurant's menu, kind of service, personnel, and operating costs. (2)
- View a film showing acceptable behavior and appropriate dress in various types of restaurants. (2)
- Collect and display a variety of restaurant menus. Discuss the nutritional value and cost of the food items listed. Define menu terms. (3)
- Select local restaurants most suitable for specific social occasions. Discuss reasons for selections. (4)
- FHA experience: eat lunch at a local French or other specialty restaurant. (2)

Suggested Measurement of Student Progress:

- List reasons for eating in restaurants. (1)
- Given specific problem situations involving restaurant etiquette, describe an appropriate way of handling each problem. (2)
- Use a checklist to rate the variety of dishes, efficiency of service, and menu prices of restaurants visited. (3)
- Design a menu for a family-type restaurant, indicating the foods available and their costs. (3, 4)

Related Module Title:

Let's Have a Cultural Lunch

Food and Nutrition - Leisure
Level III - 4 hours

Eating for Fun

Behavioral Objectives	Sample Test Items
1. Based on class discussion, the student will be able to list, with 100% accuracy, five reasons for eating in restaurants. (B.O.1)	1. List five reasons for eating in restaurants.
2. When given three problems which might occur in a restaurant, the student will be able to describe briefly, with 100% accuracy, one possible solution for each problem, following the acceptable rules of behavior discussed in class. (B.O.2)	2. Three problems which might occur in a restaurant are given below. Briefly describe one possible solution for each problem, following the acceptable rules of behavior discussed in class. a. You are unsure of the correct amount to tip a waiter. b. You do not know the correct method of ordering food during a dinner date in a restaurant. c. You are unsure of the etiquette for a couple dining in a restaurant that features a buffet service.
3. When given descriptions of three different restaurants, the student will briefly describe, with 100% accuracy, one acceptable mode of dress for high school boys and high school girls when they patronize each type of restaurant, based on class discussion. (B.O.2)	3. List one acceptable type of dress for high school boys and high school girls when eating in each of the following types of restaurants. a. An exclusive French restaurant b. A drive-in restaurant c. A steakhouse which has table service and caters to groups and family parties
4. When given menus from two restaurants, the student will be able to analyze, with 100% accuracy, the nutritional value, type of food, type of service, and cost, using a checklist developed in class. (B.O.3)	4. You will be given two menus. Analyze each menu using the checklist developed in class. Sample Checklist* Menu 1 / Menu 2 a. Menu contains foods from each of the basic food groups (yes/no) ___ ___ b. Type of food (foreign food, steaks, seafood, etc.) ___ ___ c. Type of service (formal, buffet, take-out) ___ ___ d. Cost of food (expensive, inexpensive) ___ ___ *The checklist used will depend upon the individual teaching situation.

Behavioral Objectives	Sample Test Items
5. When given a list of menu terms and a list of definitions of these terms, the student will be able to match, with at least 75% accuracy, each term with its definition. (B.O.3)	5. On the line at the left of each menu term in Column A, write the number of the phrase in Column B which best defines that term. Column A ____a. Table d'hote ____b. A la carte ____c. Smorgasbord ____d. Entree Column B 1. The main course of a meal 2. The appetizer course of a meal 3. A meal in which everything is included in the price given for the meal 4. A menu that gives a separate price for each item 5. A meal served buffet style which contains many protein foods and hot dishes
6. When given descriptions of three different types of restaurants, the student will list, with 100% accuracy, two occasions when each type of restaurant would fulfill a need based on class discussion. (B.O.4)	6. Descriptions of three different types of restaurants are listed below. Give two occasions when each type of restaurant would fulfill a need. a. A French restaurant which is relatively exclusive and quite expensive, but has excellent service b. A drive-in restaurant which features quick service and take-out orders c. A steakhouse which offers table service and caters to groups and family parties

Module: SHAPELY CALORIES

Learning Outcome: Achieve ability to plan nutritionally adequate meals for self and others.

Behavioral Outcomes:

1. Chooses foods low in calories and high in nutrition for reducing diets.
2. Creates appealing and appetizing ways to prepare and serve foods low in calories and high in nutrition.

Suggested Learning Experiences:

- Collect diets that properly meet both reducing requirements and nutrition standards. (1)
- Discuss diets that have been unsuccessful because they were unappealing and monotonous. (2)
- Explore magazines and recipe books for novel ways of preparing and serving nutritious, low-calorie foods. (2)
- FHA experience: compile low-calorie recipes to distribute to interested faculty or student groups. (2)

Suggested Measurement of Student Progress:

- Prepare common foods which meet the requirements of the basic four food groups and dieter's standards, and are novel and appetizing. (1, 2)

Related Module Titles:

Buffet Entertaining
Let's Have a Cultural Lunch
Convenience Foods: Yes and No
Welcome to the World of Microwave Cooking

Shapely Calories

Behavioral Objectives	Sample Test Items
1. When given a list of twenty foods, the student will be able to indicate, with at least 80% accuracy, those foods that are low in calories and high in nutritional value. (B.O.1)	1. Twenty foods are listed below. Place an X on the line at the left of each food that is low in calories and high in nutritional value. Sample List of Foods* _____1. Skim milk _____2. Black coffee _____3. Yogurt _____4. Mayonnaise _____5. Tomato juice _____6. Cottage cheese _____7. Apple _____8. Green beans _____9. Celery ____10. Lettuce *Add other foods to list using a calorie chart.
2. When given several recipe books and a list of five foods that are low in calories and high in nutrition, the student will be able to select, with 100% accuracy, three appetizing recipes for one of the five foods. (B.O.2)	2. Five foods that are low in calories and high in nutrition are listed below. Using the recipe books provided, select three appetizing recipes for one of the five foods. Sample List* a. Fish b. Yogurt c. Spinach d. Cottage cheese e. Apple *The list of foods will vary depending on the interest of the class members.

Module: NUTRITION FOR THE ELDERLY

Learning Outcome: Understand relationship of RDA guidelines for use in meeting nutritional requirements of various individuals.

Behavioral Outcomes:

1. Identifies physical changes that occur in the elderly.
2. Identifies the nutritional needs of the elderly.
3. Chooses special diets appropriate for specific physical conditions of the elderly.
4. Identifies community agencies that help to meet the nutritional needs of the elderly.

Suggested Learning Experiences:

- Read about the physical changes that commonly occur as people become elderly. (1)
- View a flim on the nutritional requirements of the elderly. (2)
- Plan a variety of diets to meet specific nutritional needs of the elderly. (3)
- Invite a nursing home or hospital dietician to discuss diets appropriate for the elderly. (2, 3)
- Interview community leaders to find out what services are available to help the elderly with meals. Compile a list of the agencies providing such services. (4)
- FHA experience: volunteer to assist a community agency in serving meals to senior citizens. (3, 4)

Suggested Measurement of Student Progress:

- List the physical changes that commonly occur as people become elderly. (1)
- Objective quiz on the nutritional needs of the elderly. (2)
- Plan a week's menu for "Meals on Wheels." (2, 3, 4)

Related Module Title:

Shapely Calories

Nutrition for the Elderly

Behavioral Objectives	Sample Test Items
1. Based on class discussion, the student will be able to list, with 100% accuracy, five physical changes that can occur in people who are over seventy years of age. (B.O.1)	1. List five physical changes that occur in people who are over seventy years of age.
2. When given charts that describe the nutritional needs of people of all ages, the student will be able to list, with 100% accuracy, the amounts of calories, carbohydrates, fats, proteins, water, minerals, and vitamins that are needed each day by people who are over seventy years of age. (B.O.2)	2. Using the charts that describe the nutritional needs of people of all ages, list the amounts of calories, carbohydrates, fats, proteins, water, minerals, and vitamins that are needed each day by people who are over seventy years of age.
3. When given a list of special diets and a list of specific problems, the student will be able to match, with at least 80% accuracy, each physical problem with the most appropriate type of diet. (B.O.3)	3. On the line at the left of each physical problem listed in Column A, write the number of the type of diet in Column B that would be most appropriate for an elderly person who has that physical problem. Column A ____a. Hardening of arteries ____b. Diabetes ____c. Senility ____d. Calcium deficiency ____e. Poorly fitted dentures Column B 1. Soft foods 2. Low-cholesterol 3. Salt-free 4. High-protein, low-calorie 5. Increased milk and cheese 6. High-bulk 7. Sugar-free
4. The student will be able to list, with 80% accuracy, five community agencies that provide dietary assistance to the elderly, and describe one specific dietary service provided by each agency (B.O.4)	4. List five community agencies that provide dietary assistance to the elderly and describe one specific dietary service provided by each agency.

FOOD AND NUTRITION

RELATIONSHIPS
Level III: 6 hours

Module: LET'S HAVE A CULTURAL LUNCH

Learning Outcome: Recognize social forces which influence individual preferences and cultural patterns in food availability and acceptance.

Behavioral Outcomes:

1. Identifies food specialties of different cultural groups.
2. Examines the influence of table settings and service procedures on lunchtime atmosphere.
3. Plans and prepares luncheon dishes from a variety of cultures.

Suggested Learning Experiences:

- Compile a listing of the cultural heritage of class members. (1)
- Research the food specialties of several different cultural groups, including those represented by class members. (1)
- Arrange table settings appropriate for different types of luncheons. Practice appropriate serving procedures. (2)
- Prepare a bulletin board displaying pictures taken from magazines of food specialties of different cultural groups. (1)
- Invite faculty members to attend a class luncheon featuring ethnic dishes. Plan and prepare a luncheon that includes food specialties from several different cultures. Act as hosts and hostesses to the faculty members invited. (3)
- Outline various types of luncheons (for example, formal, informal). Describe the ethnic food specialties and table settings that would enhance the desired luncheon atmosphere. (1, 2, 3)
- FHA experience: prepare a checklist to evaluate the total luncheon project. (1, 2, 3)

Suggested Measurement of Student Progress:

- Evaluate the cultural luncheon using the checklist developed in class. (1, 2, 3)
- Given descriptions of luncheon situations, describe desirable atmospheres and select ethnic foods and table services to create desired atmospheres. (1, 2, 3)

Related Module Titles:

Buffet Entertaining
Management in Preparing Meals

Let's Have a Cultural Lunch

Behavioral Objectives	Sample Test Items
1. When given a list of ten different foods, the student will be able to indicate, with at least 80% accuracy, the cultural or ethnic group that is best known for that food. (B.O.1)	1. Ten foods are listed below. On the line at the left of each food, write the name of the ethnic or cultural group that is best known for that food. Sample List* _____a. Corned beef & cabbage _____b. Blintze _____c. Chow mein _____d. Tamale _____e. Brioche _____f. Minestrone _____g. Black Forest torte _____h. Ravioli _____i. Curried chicken _____j. Kulich *The list of foods will depend upon the individual teaching situation.
2. When given a luncheon menu and table appointments, the student will be able to demonstrate one type of table service and receive a score of at least 80% on a checklist developed in class. (B.O.2)	2. A luncheon menu and a list of four types of table service are given below. Using the luncheon menu as a guide, select one type of service and set a table for four people. After the table is set, briefly describe the technique that should be used for serving. Your performance will be rated by the checklist developed in class. Menu (The menu will vary depending upon the ability and experience of class members.) Types of Table Service a. Family service b. Plate service c. Modified English d. Compromise

Behavioral Objectives	Sample Test Items
2. (continued)	2. (continued) Sample Checklist* a. At least 20" of space is allowed for each person — Procedure Performed: Yes ___ No ___ b. Table covering or placemats are evenly placed on table ___ ___ c. Place settings are an inch away from table edge ___ ___ d. Knives, spoons, and forks are placed correctly ___ ___ e. Water glass is placed above knife ___ ___ f. Napkin is placed at extreme left of cover or on the dinner plate ___ ___ g. Only the silverware required to eat the food is placed on the table ___ ___ h. Only dishes needed to serve or eat food are placed on the table ___ ___ i. Serving silver is placed on the table next to serving dish (not applicable to plate service) ___ ___ j. Salad plate is placed to the left of the forks ___ ___ k. Bread and butter plate is placed above the fork ___ ___ l. Description of serving technique is correct ___ ___ *The checklist used will depend upon the individual teaching situation.
3. Based on class discussion, when given recipe books and a description of an occasion, the student will be able to plan a meal featuring one ethnic food, select a method of service that will promote the atmosphere and relationships desired for the occasion, and obtain a score of at least 80% on a checklist developed in class. (B.O.3)	3. Your mother has given you permission to invite five friends for lunch as a farewell party for one of them who soon will be moving to Hawaii. Using the recipe books provided, plan a lunch menu featuring one ethnic food and select a method of service that will produce the kind of atmosphere and relationship you desire. Your menu and service procedures will be rated by a checklist developed in class. (The occasion will vary depending on the interest and ability of the class.) Sample Checklist* Menu — Yes / No a. Includes one ethnic food ___ ___ b. Includes other food appropriate to the theme of the occasion ___ ___ c. Includes an attractive variety of colors and textures ___ ___ Service and Preparation a. Type of service promotes mood of the occasion ___ ___ b. Tableware selected promotes mood of the occasion ___ ___ c. Service pattern is efficient and unobtrusive ___ ___ *Checklist will depend upon teaching situation and occasion selected, but should relate to relationships and atmosphere rather than technical skill.

CLOTHING AND TEXTILES

MANAGEMENT
Level III: 2 hours

Module: THE GENIUS OF FOLLOWING THE GRAIN

Learning Outcome: Recognize properties of fabrics in relation to use and care.

Behavioral Outcomes:

1. Identifies lengthwise and crosswise grain.
2. Distinguishes between pattern layouts placed "on" and "off" grain.
3. Identifies grainline and fold line arrows and their effect on the drape of a fabric.

Suggested Learning Experiences:

- Find lengthwise and crosswise grains on fabric scraps (including a selvage) during a classroom discussion. (1)
- Using ¼-size patterns and striped, plaid, and nonlinear print fabrics, practice putting pattern pieces on grainline of each. (2,3)
- FHA experience: develop a bulletin board display about fabric grains. (1)

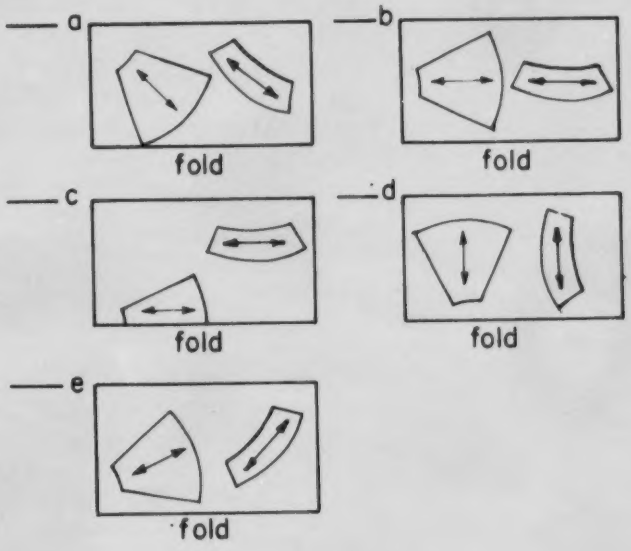
Suggested Measurement of Student Progress:

- Written test on fabric grain and related vocabulary. (1, 2, 3)
- Pin patterns on fabric with grainline accuracy. (2, 3)

Related Module Title:

Interpretation of a Pattern Guidesheet

The Genius of Following the Grain

Behavioral Objectives	Sample Test Items
1. When shown four fabric samples, the student will be able to identify, with 100% accuracy, the selvage and the lengthwise and crosswise grains of each fabric sample. (B.O.1)	1. Four samples of fabric have been placed on your table. Identify the selvage and the crosswise and lengthwise grains of each fabric sample.
2. When given five sample pattern layouts, the student will be able to identify, with 100% accuracy, the pattern layouts which have been placed "on" grain and those which have been placed "off" grain. (B.O.2)	2. Five sample pattern layouts are shown below. In the space provided, indicate whether the pieces of each pattern layout are placed "on" grain or "off" grain. 
3. When given several pattern pieces and a piece of fabric, the student will be able to place and pin, with 100% accuracy, each pattern piece on the fabric, following the guidelines discussed in class. (B.O.3)	3. You will be given several pattern pieces and a piece of fabric. Place and pin all the pattern pieces on the fabric, following the guidelines discussed in class.

Module: SEWING EQUIPMENT: UNDERSTANDING, EVALUATION, AND USE

Learning Outcome: Examine types of resources and recommend procedures to use in managing clothing.

Behavioral Outcomes:

1. Identifies and uses basic sewing equipment.
2. Evaluates a variety of sewing tools and supplies for usefulness.
3. Operates a sewing machine, demonstrating thorough understanding of the parts and their uses.
4. Makes minor sewing machine adjustments, cleans, oils, and makes repairs to correct simple sewing machine problems.

Suggested Learning Experiences:

- Observe teacher demonstrations of the use of various sewing equipment. (1)
- Compile a list of essential equipment needed for a variety of sewing projects. (1, 2)
- Visit a sewing machine and supplies store to investigate the variety of sewing equipment available. (1, 2)
- Develop a checklist for evaluating the usefulness of various sewing equipment. (2)
- Evaluate nonessential sewing items for potential and probable usefulness. (2)
- Observe demonstrations of adjusting and repairing a sewing machine. Practice all procedures. (3, 4)
- FHA experience: prepare a display case showing a variety of sewing equipment with labels. (1, 2)

Suggested Measurement of Student Progress:

- Identify essential sewing equipment. (1)
- Evaluate the usefulness of two new sewing tools. (2)
- Practical test on the sewing machine: wind the bobbin, thread the machine, set the stitch regulator, check the balance of tension, make several different machine stitches, and clean and oil the machine. (3, 4)

Related Module Titles:

The Genius of Following the Grain
Interpretation of a Pattern Guidesheet

Sewing Equipment: Understanding, Evaluation, and Use

Behavioral Objectives	Sample Test Items
1. Based on class discussion, the student will be able to list, with at least 80% accuracy, ten sewing tools and supplies which would be necessary for most sewing projects. (B.O.1)	1. List ten sewing tools and supplies discussed in class which would be necessary for most sewing projects.
2. When shown five different sewing tools, the student will be able to indicate, with at least 80% accuracy, whether each tool would or would not be useful and give one reason for each answer. (B.O.2)	2. You will be shown five different sewing tools. Indicate whether each tool would or would not be useful and give one reason for each answer.
3. When given a bobbin and a spool of thread, the student will be able to set up a sewing machine for sewing and obtain a score of 100% on a checklist developed in class. (B.O.3)	3. Using the bobbin and spool of thread provided, set up a sewing machine for sewing following the procedures demonstrated in class. Your performance will be rated by the checklist developed in class. Sample Checklist* Procedure Performed Yes / No a. Sewing machine threaded properly ___ ___ b. Bobbin wound evenly ___ ___ c. Bobbin put in machine properly ___ ___ d. Bobbin thread pulled up and back properly ___ ___ e. Take-up lever in correct starting position ___ ___ *The checklist used will depend upon the individual teaching situation.
4. When given two pieces of fabric, the student will be able to sew a seam 5/8 inch from the edges of the two pieces of fabric, make a right angle, and demonstrate two methods of making the ends of the seam secure against ripping, and receive a score of 100% on a checklist developed in class. (B.O.3)	4. Using the two pieces of fabric provided, sew a seam 5/8 inch from the edges of the two pieces of fabric, turn a clean right angle and secure each end of the seam in a different manner to prevent ripping. Your performance will be rated by the checklist developed in class. Sample Checklist* Yes / No a. Proper stitch length ___ ___ b. Proper stitch setting ___ ___ c. Proper tension adjustment ___ ___ d. Stitches straight and even ___ ___ e. Stitches proper distance from edge of fabric ___ ___ f. Beginning and/or end of seam backstitched, the other end tied by hand in square knot ___ ___ *The checklist used will depend on the individual teaching situation.

Behavioral Objectives	Sample Test Items
5. When given a sewing machine user's manual and oil and brushes for cleaning, the student will be able to oil the machine properly, thoroughly clean the bobbin case, check to make sure that the machine runs smoothly after oiling and cleaning, and receive a score of 100% on a checklist developed in class. (B.O.3)	5. Using the sewing machine user's manual and the oil and brushes provided, properly oil the machine, thoroughly clean the bobbin case, and make sure the machine runs smoothly after cleaning and oiling. Your performance will be rated by the checklist developed in class. Sample Checklist* Procedure Performed: Yes / No a. Machine was oiled at all points indicated in the user's manual ___ ___ b. All lint and thread was removed from bobbin case and case was properly replaced ___ ___ c. Machine ran smoothly after cleaning ___ ___ *The checklist used will depend upon the individual teaching situation.
6. When given a list of machine problems and a list of solutions to machine problems, the student will be able to match, with at least 80% accuracy, each machine problem with the appropriate solution. (B.O.4)	6. On the line at the left of each sewing machine problem in Column A, write the number of the solution in Column B which would best correct the problem. Column A ___a. Upper thread breaks ___b. Stitches skip ___c. Machine locks ___d. Machine runs hard ___e. Hand wheel turns but needle does not go up and down ___f. Needle becomes unthreaded when starting the stitching Column B 1. Tighten stop-motion screw at handwheel 2. Check cord to be sure it is plugged into outlet 3. Check needle size 4. Clean and oil the machine 5. Reinsert needle correctly 6. Reduce stitch length 7. Bring needle up by forcing handwheel back to break threads jammed in bobbin case 8. Check take-up lever position before starting

CLOTHING AND TEXTILES

MANAGEMENT
Level III: 5 hours

Module: INTERPRETATION OF A PATTERN GUIDESHEET

Learning Outcome: Pursue clothing projects with consideration for experience, learnings to be acquired, needs, and interests.

Behavioral Outcomes:

1. Identifies terms and symbols used on a guidesheet and pattern.
2. Selects proper pattern layouts for specific projects.
3. Develops a plan for logical construction of a project.

Suggested Learning Experiences:

- Determine present knowledge of a guidesheet by using an objective-type pretest. (1)
- Play a game in which teams identify the symbols and terms used on a guidesheet. (1)
- Research the procedures for proper pattern layout. (2)
- Observe a demonstration of pattern layout using a guidesheet. (2)
- Discuss the use of a guidesheet in planning the construction of a project. (3)
- Develop a checklist for the logical construction of own project using a guidesheet as a reference. (3)
- FHA experience: produce a guidesheet for making a decorative pillow. (3)

Suggested Measurement of Student Progress:

- Identify terms and symbols used on patterns and guidesheets. (1)
- Select the correct pattern layout for a given project. (2)
- Correct a pattern layout containing errors. (2)
- Prepare a checklist for the construction of a project. (3)

Related Module Title:

The Genius of Following the Grain

Interpretation of a Pattern Guidesheet

Behavioral Objectives	Sample Test Items
1. When given a diagram of two pattern pieces and a list of the names or descriptions of ten construction symbols, the student will be able to match, with at least 80% accuracy, each name or description with the correct symbol on the pattern pieces. (B.O.1)	1. You will be given a diagram showing two pattern pieces with numbered construction symbols. The names or descriptions of ten symbols are listed below. On the line at the left of each name or description, write the number of the symbol on the pattern diagram which best fits the name or description. (The pattern pieces and construction symbols used will depend upon the individual teaching situation.) ___a. Center front ___b. Cutting line ___c. Seam line ___d. Fold line ___e. Alteration line ___f. Dart outlines ___g. Straight-grain-of-fabric line ___h. Location line for buttonhole ___i. Notches numbered in sequence for matching ___j. Place-on-fabric-fold mark
2. When given a list of the sewing definitions used on a pattern guidesheet and a list of terms, the student will be able to match, with at least 80% accuracy, each definition with the appropriate term. (B.O.1)	2. On the line at the left of each pattern guidesheet definition in Column A, write the number of the sewing term from Column B which best fits that definition. Column A / Column B ___a. Cut away extra fabric — 1. hem ___b. Fit a longer seam to a shorter seam without gathers — 2. trim ___c. Stitch corners and slashed openings to strengthen them — 3. clip ___d. Stitch curved edges to prevent stitching — 4. reinforce ___e. Cut into the seam allowance almost to the stitching line — 5. ease-in 6. stay-stitch 7. clean-finish

Behavioral Objectives	Sample Test Items
3. When given a pattern guidesheet and the necessary information about the type of garment to be constructed and the type of fabric to be used for four different sewing projects, the student will be able to select, with 100% accuracy, the correct layout to be used when cutting out the fabric pieces for each garment. (B.O.2)	3. Using the pattern guidesheet provided and the information provided below about four different garments, select the correct layout that should be used when cutting out the fabric pieces for each garment. a. View 2, fabric with nap, size 12, 25" 36" b. View 1, fabric without nap, size 10, 44" 45" c. View 1, fabric without nap, size 16, 44" 45" d. View 2, fabric without nap, size 12, 58" 60"
4. When shown a pattern layout that contains five errors, the student will be able to identify and correct, with at least 80% accuracy, each of the errors. (B.O.2)	4. A pattern layout which contains five errors is shown on a separate sheet. List the errors and make the necessary corrections by drawing a new layout. (The layout shown will depend upon teacher preference.)
5. When given a pattern, a guidesheet, and a length of fabric, the student will be able to lay out the pattern correctly for a specific project. (B.O.2)	5. Using the guidesheet, lay out the given pattern for View C, size 12 on the 45" fabric provided.
6. Based upon class discussion and using a pattern guidesheet, the student will be able to develop a plan for the logical progression of the construction of a sewing project and obtain a score of at least 80% on a checklist developed in class. (B.O.3)	6. Based upon class discussion and using the guidesheet provided, develop a plan for the logical progression of the construction of a sewing project. Your plan will be rated by the checklist developed in class. Sample Checklist* Procedure Performed: Yes / No a. Included plan for preparing fabric and layout ___ ___ b. Included plan for marking ___ ___ c. Indicated seam finish to be used ___ ___ d. Outlined construction steps following unit steps in guidesheet ___ ___ e. Indicated steps at which fitting would take place ___ ___ *The checklist used will depend upon the individual teaching situation.

Module: CARE FOR YOUR CLOTHES CAREFULLY

Learning Outcome: Examine resources and recommend procedures to use in managing clothing.

Behavioral Outcomes:

1. Uses appropriate laundry products and techniques for cleaning clothing.
2. Uses proper stain removal procedures.
3. Uses proper pressing and ironing equipment and techniques for individual fabrics and garments.
4. Uses correct packing techniques for travel or storage.

Suggested Learning Experiences:

- Take a field trip to a dry-cleaning and laundry establishment. Observe stain removal, cleaning, and pressing techniques. (1,2,3)
- Compare the effects of different laundry products and water temperatures on various fabrics. (1)
- Research proper stain removal procedures and practice them on various fabrics. (2)
- Discuss the use of proper pressing and ironing equipment and techniques for a variety of fabrics and garments. (3)
- List items to pack for keeping clothes neat and in repair while traveling. (4)
- View a demonstration and then practice correct packing techniques for traveling and correct techniques for home storage. (4)
- FHA experience: plan a wardrobe for a three-day sightseeing trip to a large city. Choose easy-care clothing and demonstrate packing techniques to Level II students. (4)

Suggested Measurement of Student Progress:

- Multiple choice test on choosing the most appropriate laundry product or technique for cleaning clothing. (1)
- Matching test—match stain with correct removal procedure. (2)
- Press or iron a given garment using proper equipment and techniques. (3)
- List correct packing techniques for travel and storage. (4)

Related Module Title:

Shop Wisely for Family Clothes

Care for Your Clothes Carefully

Behavioral Objectives	Sample Test Items
1. When given five multiple-choice questions about the appropriate techniques and uses of laundry products, the student will be able to choose the correct answer to at least four questions based on the information discussed in class. (B.O.1)	1. For each of the following questions, select the best answer and write the number of that answer on the line at the left of the question. ___a. Which are the best cleaners for use on washable woolens? 1 hand soaps 2 low-sudsing detergents 3 soap flakes 4 cold-water detergents ___b. In order to reduce the stretching and matting of woolen fabrics, they should be soaked for ten minutes and then agitated for a maximum of how many minutes? (1) 1 (2) 5 (3) 10 (4) 4 ___c. On which fabric could a chlorine bleach be used safely? 1 white cotton with no special finish 2 wash-and-wear white cotton 3 washable woolens 4 permanent-press synthetic ___d. During which part of a washing machine cycle should bleach be added for the most effective result? 1 soak cycle 2 high-temperature wash cycle 3 first rinse 4 second rinse ___e. What is the purpose of using a fabric softener when washing clothes? 1 to remove stubborn stains from the clothes 2 to reduce static electricity in the clothes 3 to change hard water to soft water 4 to remove grease and oil from the clothes

Behavioral Objectives	Sample Test Items
2. Based on class discussion and a field trip to a dry-cleaning establishment, the student will be able to describe briefly, with 100% accuracy, two techniques that a professional dry-cleaner employs which are not available in the home. (B.O.1)	2. List two techniques which were discussed in class or observed on the field trip to a professional dry-cleaning establishment, that a professional dry-cleaner employs which are not available in the home.
3. When given a list of stains and a list of stain removal procedures, the student will be able to match, with 100% accuracy, each stain with the appropriate removal procedure. (B.O.2)	3. On the line at the left of each stain in Column A, write the number of the stain-removal procedure from Column B which would be most appropriate. Column A ___a. Blood, egg and/ or meat stain ___b. Grass stain ___c. Grease stain ___d. Coffee or tea stain Column B 1. Wash with detergent or treat with denatured alcohol if fabric is not washable 2. Remove immediately using soap and water or paint remover 3. Soak in or sponge with cold water; pour scalding water through stain if it persists 4. Sponge or soak in cold water, then wash in mild soap; take to dry cleaners if fabric is not washable 5. Sponge with non-flammable cleaning fluid
4. Based on class discussion and demonstration, the student will be able to list, with at least 80% accuracy, five items of equipment which should be used to obtain the best results when pressing or ironing. (B.O.3)	4. List five items of equipment demonstrated in class which should be used to obtain the best results when pressing or ironing.

Behavioral Objectives	Sample Test Items
5. When given a choice of four garments and the proper equipment, the student will be able to press or iron one of the garments following the procedures demonstrated in class and obtain a score of at least 80% on a checklist developed in class. (B.O.3)	5. Using the proper equipment and following the procedures demonstrated in class, iron or press one of the types of garments listed below. Your performance will be rated by a checklist developed in class. a. Polyester dress b. Man's trousers c. Cotton blouse d. Man's shirt Sample Checklist* Procedure Performed: Yes ___ No ___ a. Assembled necessary equipment ___ ___ b. Read the label which came with the garment ___ ___ c. Selected correct temperature for the fabric ___ ___ d. Pressed or ironed seams open on the inside ___ ___ e. Pressed or ironed with the grain ___ ___ f. Pressed or ironed facing on the inside first ___ ___ g. Protected the right side of a dark-colored fabric with a pressing cloth ___ ___ h. Touched the fabric lightly when pressing; slid and used pressure when ironing ___ ___ i. Used efficient techniques in covering the complete garment ___ ___ j. Hung up the garment when finished ___ ___ *The checklist used will depend upon the individual teaching situation.
6. Based on class discussion, the student will be able to list, with at least 75% accuracy, five items that should be taken on a trip to keep clothes neat and in repair while traveling. (B.O.4)	6. List five items that should be taken on a trip for keeping clothes neat and repaired.
7. Based on class discussion, the student will be able to list, with at least 80% accuracy, ten packing and storing guides which should be followed when traveling or storing clothes. (B.O.4)	7. List ten packing and storing guides that should be followed when traveling or storing clothes.

Module: SHOP WISELY FOR FAMILY CLOTHES

Learning Outcome: Follow desirable procedures in planning or selecting clothing for self and others.

Behavioral Outcomes:

1. Lists important factors to be considered before purchasing clothing.
2. Interprets information on garment labels as an aid in clothes shopping.
3. Identifies different major brands of clothing and their characteristics, and compares with lesser name brands.

Suggested Learning Experiences:

- List major factors in the physical and social environment that affect clothing needs. (1)
- Take an inventory of present wardrobe. Determine what additional clothes are needed for various activities. (1)
- Bring to class several garments with labels on them. Tell what label information may have influenced the purchase of these garments. (2)
- Develop a checklist of information that should be included on clothing labels as an aid in making purchasing decisions. (2)
- List major brand names of several types of wearing apparel. Research and compare the prices. Give reasons why a specific major brand name might be chosen and why a little-known brand might present a wiser choice. (3)
- FHA experience: choose one article of clothing to be purchased and comparison shop for it in local stores. Write a report summarizing stores visited, brands, sizes, fabric care, label information, and cost variations. (2, 3)

Suggested Measurement of Student Progress:

- List the important factors to be considered before purchasing clothing. (1)
- Given a list of articles of clothing and the occasions on which each will be worn, tell what information to look for on each article's label. (2, 3)

Related Module Title:

Money Doesn't Grow on Trees

Shop Wisely for Family Clothes

Behavioral Objectives	Sample Test Items
1. Based on class discussion, the student will be able to name, with at least 80% accuracy, ten factors that should be considered when purchasing family clothes. (B.O.1)	1. Name ten factors that should be considered when purchasing family clothes.
2. When given two garment labels, the student will be able to explain, with 100% accuracy, what each item of information on the labels means. (B.O.2)	2. Two garment labels are shown below. Briefly explain what each item of information on the labels means. MACHINE WASHABLE Close zipper. Wash in cool water with mild soapflakes, using wash-and-wear cycle. Drip-dry on nonstaining hanger, stretching gently to original shape. Use no bleach. DO NOT DRY CLEAN. Shell: 100% Nylon with Rubber Backing Pile: 100% Acrylic Lining: 100% Nylon Fill: 100% Polyester Hand Wash Only. Do Not Iron, Dry Clean, or Twist.
3. When given a list of brand names and a list of types of clothing, the student will be able to match, with at least 80% accuracy, each brand name with the appropriate type of clothing. (B.O.3)	3. On the line at the left of each brand name in Column A, write the number of the type of clothing in Column B that is sold under that brand name. Column A ___a. Ship'N'Shore ___b. Fruit of the Loom ___c. Winnie the Pooh ___d. Levi ___e. Hush Puppies Column B 1. Children's clothing 2. Undergarments 3. Blouses 4. Bluejean leisure clothes 5. Sneakers, gym shoes 6. Shirts 7. Casual shoes *Brand names will vary depending on the individual teaching situation

Behavioral Objectives	Sample Test Items
4. When given a list of four articles of apparel and the main function each will serve, the student will be able to give, with 80% accuracy, three main characteristics to be looked for when shopping for each article. (B.O.1,2,3)	4. Listed below are four articles of apparel and the main function each will serve. Give three main characteristics to be looked for when shopping for each article. a. An all-purpose winter coat 1. _____ 2. _____ 3. _____ b. A pants-and-top outfit for school wear during the winter. 1. _____ 2. _____ 3. _____ c. A pair of boots for winter storm wear. 1. _____ 2. _____ 3. _____ d. A casual outfit for summer wear at a lakeside camp. 1. _____ 2. _____ 3. _____

CLOTHING AND TEXTILES

LEISURE
Level III: 7 hours

Module: CREATIVE CRAFTS FOR CLOTHING AND ACCESSORIES

Learning Outcome: Employ skills, time, and imagination to make accessories for own or another person's wardrobe.

Behavioral Outcomes:

1. Identifies types of handcraft materials that can be used for making or trimming an article of clothing.
2. Plans and carries out handcraft projects for clothing or accessories.

Suggested Learning Experiences:

- Visit a craft or hobby shop to identify handcraft materials that could be used to make or trim clothing or make an accessory. (1)
- Invite resource people from the community to discuss how they use their time to create handcrafted wardrobe items, how they became interested in the craft, and the benefits they derive from the craft. (1)
- Look through magazines, pattern books, and other sources to find handcraft techniques appropriate for clothing. (1)
- Select a craft of interest to most class members. Invite a resource person to demonstrate the materials and techniques of that craft. (1, 2)
- Select a wardrobe-related craft, learn the necessary skills, and plan and complete a project. (1, 2)
- FHA experience: assist local Girl Scouts with wardrobe handcrafts or art badges. (1, 2)

Suggested Measurement of Student Progress:

- List at least 8 handcraft materials and describe how they could be used to make or trim an article of clothing or create an accessory. (1)
- Evaluate work plan and finished craft project according to checklists developed in class. (2)

Related Module Title:

Careers in Clothing and Textiles

Creative Crafts for Clothing and Accessories

Behavioral Objectives

1. When shown a bulletin board containing pictures from magazines, the student will be able to list, with 100% accuracy, ten ideas for clothing-related handcrafts that are suggested by the pictures. (B.O.1)

2. When given a list of handcraft projects, the student will be able to prepare a work plan for one of the projects, complete the project, and receive a score of at least 80% on a checklist developed in class. (B.O.2)

Sample Test Items

1. Pictures from several magazines are shown on the bulletin board. List ten ideas for clothing-related handcrafts that are suggested by the pictures.

2. A list of handcraft projects is given below. Prepare a work plan for one of the projects and then complete the project. Your work plan and the item made as a result of the project will be rated by the checklist developed in class.

Sample List*

a. Macrame belt
b. Crocheted granny square vest
c. Log cabin patchwork vest
d. Decorated felt vest
e. Upholstery fabric pocketbook
f. Bookbag

Sample Checklist*

	Procedure Performed	
	Yes	No
1. Prepared a work plan	___	___
2. Assembled the necessary materials	___	___
3. Used correct procedures	___	___
4. Completed the project	___	___

*The list and checklist used will depend upon the individual teaching situation.

CLOTHING AND TEXTILES

CAREER
Level III: 4 hours

Module: CAREERS IN CLOTHING AND TEXTILES

Learning Outcome: Utilize resources for obtaining information about occupational opportunities related to textiles and clothing.

Behavioral Outcomes:

1. Identifies job opportunities in clothing and textiles.
2. Explores a career in clothing and textiles suited to own needs and abilities.

Suggested Learning Experiences:

- View a film or filmstrip on careers in clothing and textiles. (1, 2)
- Invite community resource persons to provide background information on specific jobs. (1, 2)
- Take field trips to clothing and textile-related places of employment such as a textile mill, a fabric store, an alterations shop, or an interior design shop. Discuss and compare the occupational opportunities observed, including salary, necessary educational background, and required experience. (1, 2)
- Estimate current job availability by surveying want ads in newspapers. (1)
- Interview an individual who has a job of particular interest to the student to determine personal qualities needed for the job. (2)
- FHA experience: plan and present a "Career Opportunity Night" to parents and students. Invite speakers from various clothing and textile-related fields. (1, 2)

Suggested Measurement of Student Progress:

- Prepare charts indicating availability of jobs in clothing and textile-related fields. (1)
- Prepare a report on a selected career in clothing and textiles. (1, 2)
- Compile a personal checklist to determine own suitability for the particular career chosen. (2)

Related Module Titles:

Furnishings, Equipment, and Your Future
Cleaning Building Interiors for Profit

Careers in Clothing and Textiles

Behavioral Objectives	Sample Test Items
1. Based on class discussion and a film presentation, the student will be able to list, with at least 80% accuracy, ten job opportunities in the field of clothing and textiles. (B.O.1)	1. List ten career opportunities in the field of clothing and textiles that were discussed in class.
2. When given four career titles in the field of clothing and textiles and the appropriate reference materials, the student will be able to describe briefly the duties of each. (B.O.2)	2. Four career titles in the field of clothing and textiles are given below. Using the reference materials provided, briefly describe the duties of each career title. Career Title* a. Textile designer b. Seamstress c. Model d. Garment designer *The career titles given will depend upon the individual teaching situation.
3. When given a list of career opportunities in the field of clothing and textiles and a list of job qualifications, the student will be able to match, with at least 80% accuracy, each job qualification with the appropriate career opportunity. (B.O.2)	3. On the line at the left of each career opportunity in Column A, write the number of a job qualification in Column B that would be needed for that career opportunity. Column A / Column B ____a. Designer — 1. Enjoys taking pictures ____b. Seamstress — 2. Can operate a sewing machine ____c. Salesperson — 3. Enjoys drawing ____d. Accountant — 4. Enjoys talking with people ____e. Model — 5. Enjoys writing about clothing 6. Likes math 7. Wears clothing well

HUMAN DEVELOPMENT

MANAGEMENT
Level IV: 4 hours

Module: CLOTHING A TODDLER

Learning Outcome: Relate the need for careful decisions and evaluations in effective management.

Behavioral Outcomes:

1. Formulates criteria for choosing clothing for a toddler.
2. Evaluates clothing for a toddler.
3. Demonstrates knowledge of the clothing needs of a toddler.

Suggested Learning Experiences:

- Use resource material to formulate criteria for toddler clothing. (1)
- Examine and evaluate articles of clothing for toddlers. (2)
- Plan and compute the cost of a minimum and an expanded wardrobe for a toddler. (3)
- Compare care techniques of various articles of toddler clothing. (1, 2)
- FHA experience: prepare a booklet of criteria for toddler clothing. (1)

Suggested Measurement of Student Progress:

- Evaluate care required for specific articles of toddler clothing. (1, 2)
- Use criteria formulated to evaluate an article of toddler clothing. (2)
- Plan a minimum and expanded wardrobe for a toddler. (3)

Related Module Titles:

Charge It?
Toy Talk: What Toys and When

Clothing a Toddler

Behavioral Objectives	Sample Test Items
1. The student will be able to list eight of the guidelines discussed in class that should be used when choosing clothing for a toddler. (B.O.1)	1. List eight of the guidelines discussed in class that should be followed when selecting clothing for a toddler.
2. When shown four garments worn by toddlers, the student will evaluate the clothing, with at least 90% accuracy, using a checklist developed in class. (B.O.2)	2. Fill in the checklist below for each toddler garment displayed. Use "Y" for "yes," "N" for "no," and leave the space blank if the guideline does not apply.
3. Based on class discussion, the student will be able to list, with at least 80% accuracy, ten clothing needs of a toddler. (B.O.3)	3. List ten clothing needs of a toddler.

Sample Checklist*

	Garment 1	2	3	4
a. Garment provides freedom of movement	—	—	—	—
b. Garment is well constructed	—	—	—	—
c. Garment is easy to care for	—	—	—	—
d. Garment is light in weight	—	—	—	—
e. Fasteners on garment appear durable	—	—	—	—
f. Garment is made for comfort	—	—	—	—
g. Decorations on garment are safe	—	—	—	—
h. Color of garment is lively	—	—	—	—
i. Garment is appropriate for the weather	—	—	—	—
j. Garment has self-help features	—	—	—	—

*The checklist used will depend upon the the indiviudal teaching situation.

HUMAN DEVELOPMENT

MANAGEMENT
Level IV: 6 hours

Module: PLANNING FOR THE BEGINNING, EXPANDING, AND CONTRACTING FAMILY

Learning Outcome: Be able to isolate problems, analyze them, recognize alternative means of dealing with them, and make appropriate decisions.

Behavioral Outcomes:

1. Identifies the different stages of the family life cycle and the major characteristics of each stage.

2. Describes the problems commonly associated with the different stages of the family life cycle in relation to the management of money, time, energy, and housing.

3. Examines ways of avoiding and solving problems commonly associated with different stages of the family life cycle.

Suggested Learning Experiences:

- Prepare a chart showing the different stages of the family life cycle. (1)

- Investigate problems characteristic of the different stages of the family life cycle concerning the management of money, time, energy, and housing. Suggest possible solutions and/or ways to prevent these problems. (2, 3)

- Plan brief skits simulating various crises that can occur in the family life cycle. In each skit, show how awareness and planning can help avoid chaos and confusion. (2, 3)

- Plan a "shower" for a bride and groom. Present "gifts" of advice and information concerning management of money, time, energy, and housing for the beginning family. (1, 2, 3)

- FHA experience: investigate community agencies that provide advice and assistance to families experiencing financial, emotional, or housing problems. (3)

Suggested Measurement of Student Progress:

- List the stages of the family life cycle and describe a characteristic of each stage. (1)

- Given specific family problem situations, describe one way of dealing with each situation. (2, 3)

Related Module Titles:

Charge It?
Housing Alternatives for the Elderly
Financing Your Dream House

Human Development - Management
Level IV - 6 hours

Planning for the Beginning, Expanding, and Contracting Family

Behavioral Objectives	Sample Test Items
1. Based on class discussion, the student will be able to list, with 100% accuracy, the stages of the family life cycle and give two characteristics of each stage. (B.O.1)	1. List the stages of the family life cycle discussed in class and give two characteristics of each stage.
2. The student will be able to describe briefly, with 100% accuracy, one problem that might occur in each stage of the family life cycle and tell whether the problem is mainly in the area of money, time, energy, housing, or health. (B.O.2)	2. Briefly describe one problem that might occur in each stage of the family life cycle. Indicate whether the problem is mainly in the area of money, time, energy, housing, or health.
3. When given four problems that might occur in the different stages of the family life cycle, the student will be able to describe, with 100% accuracy, one way to avoid each problem. (B.O.3)	3. For each of the four problems given below, describe one way to avoid each problem. (The problems given will depend upon teacher preference.)
4. When given four problems that might occur in different stages of the family life cycle, the student will be able to describe, with 100% accuracy, one way of solving each problem. (B.O.3)	4. For each of the four problems given below, describe one way to solve each problem. (The problems given will depend upon teacher preference.)

HUMAN DEVELOPMENT

BUYMANSHIP
Level IV: 3 hours

Module: CHARGE IT?

Learning Outcome: Analyze the advantages and disadvantages of both cash and credit buying for varying situations.

Behavioral Outcomes:

1. Defines cash and credit buying.
2. Determines the advantages and disadvantages of cash and credit buying.
3. Analyzes credit contracts.

Suggested Learning Experiences:

- Read about cash and credit buying in resource books. (1)
- Invite a resource person from a bank to explain cash and credit buying. (1, 2)
- Prepare a chart of the pros and cons of cash and credit buying. (2)
- Examine a variety of credit contracts to assess hidden terms of credit. (3)
- FHA experience: prepare an in-depth newsletter on cash and credit buying. (1, 2, 3)

Suggested Measurement of Student Progress:

- Given six items to buy, select two to be bought for cash and one to be bought with credit. Explain the reasons why. (2)
- Write an article for an FHA newsletter on one aspect of cash or credit buying. (1, 2, 3)
- Describe four hidden clauses which may be found in credit contracts. (3)

Related Module Titles:

Toy Talk: What Toys and When
Financing Your Dream House

Charge It?

Behavioral Objectives	Sample Test Items
1. The student will be able to define correctly the terms cash buying and credit buying and give one example of each type of buying. (B.O.1)	1. Define the terms cash buying and credit buying and give one example of each type of buying.
2. The student will be able to list, with at least 80% accuracy, five advantages and five disadvantages of credit buying which were discussed in class. (B.O.2)	2. List five advantages and five disadvantages of credit buying which were discussed in class.
3. When given a credit contract, the student will be able to analyze the credit contract and correctly determine the total amount of money that would be saved by paying cash rather than by buying on credit. (B.O.3)	3. Analyze the credit contract provided. What is the total amount of money that would be saved by paying cash rather than buying on credit? (The credit contract provided would depend upon teacher preference.)

HUMAN DEVELOPMENT

HEALTH AND SAFETY
Level IV: 5 hours

Module: TOY TALK: WHAT TOYS AND WHEN

Learning Outcome: Know typical and atypical growth and development patterns from infancy to adolescence and ways of dealing with them.

Behavioral Outcomes:

1. Chooses toys which are sturdy and safe for children.
2. Selects toys to fit the child's play interests.
3. Selects toys which match the child's developmental level.

Suggested Learning Experiences:

- View a film or filmstrip on the importance of play in a child's experience. Discuss how children learn and become more imaginative and agile through play. (2, 3)
- Prepare a worksheet to evaluate toys shown in a catalog for safety, cost, practicality, ability to stimulate creativity, and suitability for a child. (1, 2, 3)
- Discuss types of toys in relation to children's specific ages and interests. (2, 3)
- Invite a guest speaker from a toy manufacturer, such as Fisher-Price, or from a local toy store to speak on toy safety, sturdiness, and other guidelines for selecting toys. (1, 2, 3)
- Conduct a debate on "Today's Toys--Do They Encourage or Stymie Creativity?" Demonstrate at least one toy to substantiate the position taken. (2, 3)
- FHA experience: collect and repair donated toys for distribution through local charitable organizations. (1, 2)

Suggested Measurement of Student Progress:

- Evaluate selected toys using the worksheet prepared in class. (1, 2, 3)
- Write a letter to the National Safety Council or to a consumer safety organization describing a potentially dangerous toy. (1)

Related Module Titles:

Clothing a Toddler
The Abused Child

Toy Talk: What Toys and When?

Behavioral Objectives	Sample Test Items
1. When shown pictures of five different toys, the student will be able to indicate, with 100% accuracy, whether each toy is sturdy or not sturdy and give one reason for each answer. (B.O.1)	1. Pictures of five toys are shown below. Indicate whether each toy is sturdy or not sturdy and give one reason for each answer. (The toys used will depend upon teacher preference.)
2. When shown pictures of five different toys, the student will be able to indicate, with 100% accuracy, whether each toy is safe or unsafe and give one reason for each answer. (B.O.1)	2. Pictures of five toys are shown below. Indicate whether each toy is safe or unsafe and give one reason for each answer. (The toys used will depend upon teacher preference.)
3. After observing a film of five different children at play, the student will be able to choose, with 100% accuracy, a toy that would best suit the play interest of each child. (B.O.2)	3. You will be shown a film of five different children at play. After observing each child, choose a toy that would best suit the play interest of that child. (The children shown would depend upon teacher preference.)
4. When given a list of five different age groups of children, the student will be able to indicate, with at least 80% accuracy, two toys that would be suitable for each age group and one reason why each toy is suitable. (B.O.3)	4. Five different age groups of children are listed below. In the space provided, list two toys that would be suitable for each age group and give one reason why each is suitable. a. 1-3 months (1) _____ Reason _____ _____ (2) _____ Reason _____ _____ b. 4-6 months (1) _____ Reason _____ _____ (2) _____ Reason _____ _____ c. 7-9 months _____ Reason _____ _____ d. 10-12 months (1) _____ Reason _____ _____ (2) _____ Reason _____ _____ e. 1-3 years (1) _____ Reason _____ _____ (2) _____ Reason _____ _____

HUMAN DEVELOPMENT

RELATIONSHIPS
Level IV: 4 hours

Module: THE ABUSED CHILD

Learning Outcome: Understand the developmental levels, needs, and principles of guidance when working with children of various ages.

Behavioral Outcomes:

1. Examines the reasons why a parent might abuse a child.
2. Distinguishes the types of child abuse—mental, physical, and emotional.
3. Identifies the various disciplinary actions of parents.
4. Evaluates the results of parents' disciplinary actions.
5. Identifies various agencies and resource persons available for assistance in cases of child abuse.

Suggested Learning Experiences:

- Invite a pediatrician or nurse to discuss the symptoms and characteristics of child abuse. (1, 2, 3, 4)
- Invite the school psychologist to discuss case studies and provide information about agencies and resource persons available for assistance in child abuse cases. Prepare a chart for reference. (2, 4, 5)
- Read from Fontana's Somewhere a Child is Crying. Form buzz groups to discuss the material read. (1, 2)
- FHA experience: visit a Family Court in session. (4, 5)

Suggested Measurement of Student Progress:

- Write an essay titled "If I Had My Way." (3, 4)
- List ways of adjusting to parental discipline. (3, 4)
- List principles of discipline to be instilled in own future family. (3, 4)
- Objective test on assistance available in cases of child abuse. (1, 2, 4, 5)

Related Module Titles:

Toy Talk: What Toys and When
Clothing a Toddler

The Abused Child

Behavioral Objectives	Sample Test Items
1. Based on class discussion, when given three case studies of child abuse, the student will be able to analyze each case study and give, with 100% accuracy, one possible reason why the parent abused the child. (B.O.1)	1. Read each of the three given case studies of child abuse. For each case, give one possible reason why the parent abused the child. (The case studies given will depend upon teacher preference.)
2. Based on class discussion, when given six brief descriptions of child abuse, the student will be able to indicate correctly, for five of the six descriptions, whether the type of abuse described is mainly mental, physical, or emotional. (B.O.2)	2. Six brief descriptions of child abuse are given below. In the space provided, indicate whether each case of abuse is mainly mental, physical, or emotional. _____a. A child is severely shaken by the shoulders while being scolded. _____b. A child is left in a playpen most of the day. No one talks or plays with the child all day. _____c. A child is deprived of proper food and clothing. _____d. A child is constantly criticized and ridiculed. _____e. A child is rarely exposed to stimulating toys, books, or music. _____f. A child is constantly exposed to loud arguments between parents.

Behavioral Objectives	Sample Test Items
3. When given brief descriptions of eight disciplinary actions used by parents, the student will be able to indicate correctly, in seven of the eight cases, whether the disciplinary action is an example of positive or negative discipline. (B.O.3)	3. Brief descriptions of eight disciplinary actions are given below. In the space provided, indicate whether each disciplinary action is an example of positive or negative discipline. _____a. A toddler is made to sit in the corner of the room for an hour because he or she took a toy from a playmate while playing. _____b. As punishment for fighting with a brother or sister, an eight-year-old is told to stay in his or her room until father comes home. _____c. A five-year-old is taken aside by a parent, given a quiet but firm explanation of why a certain action is wrong, and told not to do it again. _____d. A twelve-year-old has been told by a parent to sit down for a while and decide what punishment he or she would suggest for himself or herself. _____e. A teenager is hit several times with a belt as a punishment for coming home late. _____f. A family conference is called to discuss house rules and regulations which will be in effect during vacation. _____g. As punishment for telling a lie, a ten-year-old is put to bed without supper. _____h. A ten-year-old is made to return an article which he or she stole from a local store.
4. Based on class discussion, when given five brief descriptions of disciplinary actions, the student will be able to indicate, with at least 80% accuracy, one possible effect of each disciplinary action on the child being disciplined. (B.O.4)	4. Five brief descriptions of disciplinary actions are given below. Indicate one possible effect of each type of disciplinary action on the child being disciplined. (The disciplinary actions used will depend upon teacher preference.)
5. Based on class discussion, the student will be able, with 100% accuracy, to locate and list five agencies and/or resource persons from whom assistance could be obtained for the abused child and the child's parents, and correctly state the type of assistance available. (B.O.5)	5. Using the telephone directory, look up the names and telephone numbers of five agencies and/or resource persons from whom assistance could be obtained for an abused child and the child's parents. State the type of assistance available from each.

Module: FINANCING YOUR DREAM HOUSE

Learning Outcome: Identify and compare different types, sources, and costs of mortgages.

Behavioral Outcomes:

1. Examines types and sources of financing for the purchase of a house.
2. Analyzes how much one can afford to pay for a house.
3. Determines hidden costs involved in financing and maintaining a house.

Suggested Learning Experiences:

- Compile a glossary of terms related to home financing. (1)
- Explore possible sources for financing a house. (1)
- Invite a resource person from a local bank to discuss criteria for determining how much one can afford to pay for a house and
- available financing methods. Follow up with a panel discussion by students. (1, 2, 3)
- Study amortization charts and develop simple charts on financing costs. (1, 3)
- Research and list hidden costs of financing and maintaining a house. (3)
- Use currently accepted formula to determine how much people with varying incomes can afford to pay for a house. (2)
- FHA experience: interview several homeowners in the community to discover their experiences in financing and maintaining a home and report to class. (1, 3)

Suggested Measurement of Student Progress:

- Price a new home being built in the community and figure costs of various available mortgage arrangements for a specified time period. (1)
- Given specific financial situations, determine how much one can afford to pay for a house. (2)
- Write a report summarizing the hidden costs involved in financing and maintaining a house. (3)

Related Module Title:

Charge It?

Housing, Furnishings, and
Equipment - Buymanship
Level IV - 6 hours

Financing Your Dream House

Behavioral Objectives	Sample Test Items
1. When given five multiple-choice questions about home financing, the student will be able to choose the correct answer to at least four questions based on the information discussed in class. (B.O.1)	1. For each question, select the best answer and write the number of that answer on the line at the left of the question. ___a. Which is used to purchase most homes? 1 credit card 2 mortgage 3 short-term loan 4 insurance money ___b. Which is the most expensive type of loan for a mortgage? 1 Veterans Administration Loan 2 Federal Housing Authority Loan 3 conventional bank loan 4 passbook bank loan ___c. The total cost of a $10,000 mortgage at a fixed rate of interest will be greatest when the mortgage is financed for a period of how many years? (1) 10 (2) 15 (3) 20 (4) 25 ___d. The monthly cost of a loan for $20,000 at 7% interest per year will be least when the money is borrowed for a period of how many years? (1) 10 (2) 15 (3) 20 (4) 25 ___e. The total amount of money borrowed by a mortgagee is called 1 equity 2 interest 3 principal 4 balance
2. When given a family's annual income, the student will be able to calculate to the nearest dollar, using the formula learned in class, the amount that the family could afford to pay for a house. (B.O.2)	2. Mr. and Mrs. Green earn a joint income of $15,000. What is the maximum amount that they can afford to pay for a house? Use the formula learned in class.
3. When given a list of ten hidden costs involved in buying and maintaining a home, the student will be able to define accurately at least eight of the hidden costs. (B.O.3)	3. Ten hidden costs involved in buying and maintaining a home are listed below. In the space provided, briefly define each of the hidden costs. (List will vary depending upon the class.)

Module: SELECTING FURNITURE

Learning Outcome: Recognize durability features of furniture and equipment.

Behavioral Outcomes:

1. Distinguishes between the woods, veneers, and finishes used in good furniture and those used in inferior pieces.
2. Identifies the construction details found in good furniture.
3. Compares price, brand, function, and style features of various items of furniture.

Suggested Learning Experiences:

- Examine the construction details characteristic of good brands of wood furniture. Discuss durability and aesthetics. (2)
- Visit a discount furniture store and examine the construction details of unpainted furniture and the finishes of inexpensive wood pieces. Note prices and descriptive labels. (2)
- Visit a furniture store and examine good wood furniture. Compare types of wood, finishes, and descriptive labels. Examine construction details, hardware, and structural and applied design. (1, 2, 3)
- Invite a furniture salesperson or manufacturer's representative to explain characteristics of major brands of quality wood furniture and to discuss furniture industry and Federal Trade Commission rules and practices. (2, 3)
- FHA experience: write to furniture manufacturers for descriptive materials and prepare a bulletin board display showing construction details characteristic of good furniture. (2, 3)

Suggested Measurement of Student Progress:

- Identification of furniture woods. (1)
- Matching quiz on types of furniture joints. (2)
- Given three furniture catalogs and a specific amount of money, choose furniture for a dining room. Explain reasons for choices. (3)

Related Module Title:

Charge It?

Selecting Furniture

Behavioral Objectives	Sample Test Items
1. When shown ten wood samples, the student will be able to indicate, with at least 80% accuracy, whether each sample is solid or a veneer and whether each has a superior or an inferior finish. (B.O.1)	1. You will be shown ten wood samples. On the chart provided below, indicate whether each sample is solid or a veneer and whether each has a superior or an inferior finish. (The wood samples will depend upon teacher preference.)
2. Based on class discussion, the student will be able to list, with at least 80% accuracy, five types of solid woods that are used for furniture exteriors and then indicate whether each type of wood is hard or soft. (B.O.1)	2. In the space provided below, list five types of solid woods that are used for furniture exteriors and then indicate whether each type of wood is hard or soft.
3. When shown pictures of five types of joints used in good furniture, the student will be able to identify correctly, with 100% accuracy, each type of joint and then briefly describe when each type of joint would be used. (B.O.2)	3. Five types of joints are shown below. Identify each type of joint and then briefly describe when each type of joint would be used. (The types of joints shown will depend upon teacher preference.)
4. Based upon class discussion, the student will be able to list, with at least 80% accuracy, five guidelines that a shopper should follow when buying good furniture. (B.O.2, 3)	4. List the five guidelines discussed in class that a shopper should follow when buying good furniture.
5. Based on class discussion, the student will be able to describe briefly two differences between applied and structural design. (B.O.3)	5. Briefly describe two differences between applied and structural design.

Samples	Solid	Veneer	Inferior Finish	Superior Finish
1	___	___	___	___
2	___	___	___	___
3	___	___	___	___
4	___	___	___	___
5	___	___	___	___
6	___	___	___	___
7	___	___	___	___
8	___	___	___	___
9	___	___	___	___
10	___	___	___	___

	Hard Wood	Soft Wood
1. _____	___	___
2. _____	___	___
3. _____	___	___
4. _____	___	___
5. _____	___	___

Module: HOUSING ALTERNATIVES FOR THE ELDERLY

Learning Outcome: Consider various factors when choosing a location for living.

Behavioral Outcomes:

1. Identifies the types of housing available for the elderly.
2. Determines desirable and undesirable features in housing for the elderly.

Suggested Learning Experiences:

- Research and discuss the types of housing available for the elderly. Compare the relative costs of each type. (1)
- Prepare a checklist for the selection of a nursing home for an elderly person. (1)
- List the desirable and undesirable features in housing for the elderly. (2)
- Develop a questionnaire to use in interviewing senior citizens in the community about their housing needs and problems. (2)
- Invite members of a local senior citizens group to discuss problems and solutions in housing for the elderly. (1, 2)
- FHA experience: work with a community volunteer group to assist senior citizens in making minor repairs to their residences. (1, 2)

Suggested Measurement of Student Progress:

- Given pictures and descriptions of dwelling units, surroundings, and interior design, list desirable and undesirable features as residences for the elderly. (1, 2)

Related Module Titles:

Planning for the Beginning, Expanding, and Contracting Family
Safety in the Home

Housing Alternatives for the Elderly

Behavioral Objectives	Sample Test Items
1. When given a list of five types of housing available to elderly people, the student will be able to list one advantage and one disadvantage of each type of housing that was discussed in class. (B.O.1)	1. Five types of housing for elderly people are listed below. List one advantage and one disadvantage of each. a. Nursing home b. Senior citizens housing c. Extended care facility d. Living with family e. Living independently in own house or apartment
2. The student will be able to list, with at least 80% accuracy, ten factors to check when selecting a nursing home for an elderly person. (B.O.1, 2)	2. List ten factors to check when selecting a nursing home for an elderly person, as discussed in class.
3. The student will be able to list, with at least 80% accuracy, five of the features discussed in class that should be incorporated in housing for the elderly in order to provide for their safety and comfort. (B.O.2)	3. List five of the features discussed in class that should be incorporated in housing for the elderly in order to provide for their safety and comfort.
4. Based on class discussion, when given a case study describing an elderly couple, the student will be able to describe briefly four housing features that the elderly couple should avoid when selecting a place to live. (B.O.2)	4. Mr. and Mrs. Johnson are both retired. Mr. Johnson is in a wheelchair, but otherwise they are both active and well. Neither of them can drive. Briefly describe four housing features that they should avoid when selecting a place to live.

Module: SAFETY IN THE HOME

Learning Outcome: Recognize housing conditions that present potential safety hazards and agencies that contribute to correction of these conditions.

Behavioral Outcomes:

1. Identifies the types of accidents which commonly occur in the home.
2. Determines ways to prevent accidents in the home.
3. Describes how to meet emergencies when accidents occur in the home.
4. Equips and maintains a first aid kit for the home.

Suggested Learning Experiences:

- View film or read articles on safety in the home and then prepare a list of common types of hazards. (1)
- Survey home economics department and own home for hazards. Record findings on worksheet and make effort to have hazards eliminated. (1, 2)
- Invite Red Cross representative or other resource person such as a firefighter to speak on safety. (1, 2, 3)
- Identify steps to take and agencies to contact for help when accidents or safety-threatening emergencies occur in the home. (1, 2, 3)
- Prepare first aid kits. (4)
- FHA experience: Make the class-prepared checklist of common safety hazards in the home available to other students. (1, 2)

Suggested Measurement of Student Progress:

- Given pictures of specific rooms in a home, identify potentially dangerous conditions and describe one way of correcting each. (1, 2)
- Given specific emergency situations, describe the actions that should be taken. (3)
- List the contents of a first aid kit. (4)

Related Module Titles:

Toy Talk: What Toys and When
Housing Alternatives for the Elderly

Safety in the Home

Behavioral Objectives	Sample Test Items
1. Based on class discussion, the student will be able to list, with 100% accuracy, ten accidents or safety-threatening emergencies which could occur in a home. (B.O.1)	1. List ten accidents or safety-threatening emergencies which could occur in a home.
2. When given a list of ten accidents or safety-threatening emergencies that could occur in a home, the student will be able to describe briefly, with at least 80% accuracy, one way in which each could be prevented or handled. (B.O.2)	2. A list of ten accidents or safety-threatening emergencies that could occur in a home is given below. Briefly describe one way in which each situation could be prevented or handled. (The list of situations will depend upon teacher preference.)
3. When given a list of ten accidents or safety-threatening emergencies that could occur in a home, the student will be able to describe briefly, with at least 80% accuracy, what should be done to help a person involved in each situation. (B.O.3)	3. A list of ten accidents or safety-threatening emergencies that could occur in a home is given below. Briefly describe what should be done to help a person who is involved with each situation. (The list of situations will depend upon teacher preference.)
4. Based upon class discussion, the student will be able to list, with 100% accuracy, eight pieces of equipment which should be included in a first aid kit for a home. (B.O.4)	4. List eight pieces of equipment which should be included in a first aid kit for a home.

Module: PENNY PINCHING PROTEINS

Learning Outcome: Learn which foods are nutritively comparable to more widely accepted expensive foods.

Behavioral Outcomes:

1. Identifies food items or combinations of food items which provide adequate protein to meet body needs.

2. Determines the cost of protein foods by checking prices given in newspaper advertisements and plans purchases to meet family needs.

3. Prepares low-cost protein-rich dishes that are tasty, nutritious, and attractive.

Suggested Learning Experiences:

- Use newspaper advertisements, magazines, and Dairy Council materials to prepare a display of foods containing protein and their costs. (1)

- Visit a supermarket and compare selected food items and their prices. Prepare a checklist to indicate food value and corresponding costs. (2)

- Prepare an economical, protein-rich meal at home for family members, using knowledge gained in class. Bring in a score sheet checked by family members indicating how they enjoyed the meal. (3)

- FHA experience: prepare and serve a protein dessert at a teachers' meeting. (3)

Suggested Measurement of Student Progress:

- Use checklist to indicate foods that are protein-rich and foods that are not. Include combinations of foods that supplement each other to supply adequate protein. (1)

- Play a comparison game to check knowledge of the protein value of foods and their corresponding costs. (2)

- Rate the score sheets checked by family members. (3)

Related Module Titles:

The Pleasures of Herbs
Don't Let Your Body Weight Get You Down